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ABSTRACT

This special issue of "Per Linguam" is entirely devoted to a report of a project to improve the English language proficiency of primary school teachers in the Kwa Zulu area of Southern Africa. The inter-university project was designed to raise the standards of English modeling and instruction early in the education of children in order to provide them with a better command of the language for academic success and retention. The report of the initial phase of the project, a language need analysis of higher primary teachers: (1) outlines the conceptual framework for second language learning used in the project; (2) describes the existing linguistic situation and related instructional problems; (3) surveys existing literature; (4) presents the project's goals and methods of data collection; (5) gives a profile of teacher characteristics; (6) describes the setting in which primary teachers work in KwaZulu; (7) summarizes and analyzes the results of the needs survey; (8) interprets the results in terms of teacher education course specifications; (9) compares teacher needs with existing teacher training courses; (10) draws conclusions; and (11) makes recommendations for teacher education curriculum design and further research. (MSE)

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Contributor/Medewerker

Mrs M.S. Odendaal
Senior Researcher
Institute for Language Teaching
University
7600 Stellenbosch
Republic of South Africa

PER LINGUAM

Editorial Committee

D.H. van der Vyver *Editor*

Institute for Language Teaching
University of Stellenbosch
7600 Stellenbosch
Republic of South Africa

Telephone: (02231) 71140 x 2130

J.G.H. Combrink
University of Stellenbosch

L. Proctor
University of Fort Hare

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Redaksie

D.H. van der Vyver *Redakteur*

Instituut vir Taalonderrig
Universiteit van Stellenbosch
7600 Stellenbosch
Republiek van Suid-Afrika

Telefoon: (02231) 71140 x 2130

J.G.H. Combrink
Universiteit van Stellenbosch

L. Proctor
Universiteit van Fort Hare

S.G.M. Ridge
Universiteit van Wes-Kaapland

J.J. Swartz *Resensieredakteur*
Universiteit van Stellenbosch

W.E. Trengove
Universiteit van Stellenbosch

Redaksionele Adviesraad

Horst Arndt
Keulen

Brendan Carroll
Londen

Werner Enninger
Essen

Udo Jung
Marburg

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Editorial

The unsatisfactory standard of English in the Black educational system is a matter of serious concern since English is the medium of instruction in most Black educational institutions in Southern Africa.

The shortcomings in the teaching of languages, specifically in South Africa, are outlined in the Report of the Main Committee of the Human Sciences Research Council Investigation into Education, 1981 (Section 3.3.3.5 – Problems in the teaching of languages). The Report points to pupils' inability to communicate properly even after they have matriculated and to the particular problems experienced where the medium of learning is not the mother tongue. Deficient communication has serious implications both for institutions of tertiary education and for employers. The universities therefore have a vested interest in doing research in this area.

The problem, as we see it, is as follows:

1 English is laid down as the medium of instruction in most Black schools in Southern Africa from the early stages of primary school. Generally, English as a subject is introduced at a slightly earlier stage to prepare pupils for English medium. According to official Government policy the teaching of English as a language is generally introduced in the second school year and as a medium of instruction across the curriculum in the fifth school year.

2 Pupils are assumed to have a basic command of English on entering English medium secondary schools where all subjects, except Afrikaans and African languages, are supposed to be taught entirely through the medium of English.

3 In actual fact, in many cases, pupils enter the secondary school with very little English. Because pupils cannot communicate in English, teachers, who in many cases have an inadequate grasp of English themselves, frequently resort to the mother tongue, particularly in subjects other than English. As a result, pupils are not sufficiently exposed to English in the secondary school. Furthermore, their immediate motivation for becoming proficient in English is reduced since they know they can rely on the mother tongue.

4 School examinations, however, are in most cases in English. The pupils' poor command of the language contributes to a high failure and drop-out rate.

5 By the same token the alledged manipulation of percentages at matric level, which results in a higher pass-rate, lowers the overall standard.

6 Consequently, many students enter tertiary education or employment with a poor command of English. In the case of tertiary education this results in:
- a high failure rate
- an endangering of standards
- a poor standard of English of those students who, on leaving tertiary education, return to the schools as teachers.

7 Hence lower standards in English language teaching are perpetuated.

This is a very brief outline of the problem, an outline which does not include factors such as shortage of trained teachers, poor facilities in schools, lack of libraries, large classes, etc. It is also a very general picture; naturally there are institutions that do not conform to this pattern. However, the aim of this description is to show that poor standards of English in Black education create a vicious circle.

A suitable point of intervention had to be chosen. The most logical point seemed to be the primary school where the child first encounters English. If the child is given a sound grounding in English at this stage, the effects will reverberate through the system. Intervention at any other point entails remedial work, the value of which would still be debateable.

It was against this background that the Institute for Language Teaching at the Stellenbosch University, in co-operation with universities represented on an Inter-university Committee for Language Teaching, launched phase one of the project called **Improvement of English Language Proficiency of Black Primary School Teachers in Southern Africa** in a limited geographical area, viz. KwaZulu, considered to be fairly representative of much wider needs. The project was completed and the report in the following pages, containing inter alia detailed specifications for a syllabus content, was released for publication by the Human Sciences Research Council (HSRC). Financial assistance rendered by the HSRC towards the cost of this research is hereby gratefully acknowledged. Opinions expressed or conclusions arrived at are those of the author and are not to be regarded as those of the HSRC.

D.H. van der Vyver
L. Proctor

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Finally, my deepest appreciation must be expressed to the many teachers in KwaZulu labouring with great perseverance and fortitude against very great obstacles.

LIST OF ABBREVIATIONS AND ACRONYMS

CP	–	Combined Primary
De Lange Report	–	The Report of the Main Committee of the HSRC. Investigation into Education, 1981
ELTIC	–	English Language Teaching Information Centre
FL	–	Foreign Language
HP	–	Higher Primary
HSRC	–	Human Sciences Research Council
MT	–	Mother Tongue
SACHED	–	South African Council for Higher Education
SELRP	–	Schools' English Language Research Project
TAUP	–	Teachers' Academic Upgrading Project
TELIP	–	Teachers' English Language Improvement Project
TL	–	Target Language
TP	–	Target Population

Contents

Chapter		
1	**Introduction**	9
2	**Linguistic framework**	9
3	**Statement of the problem**	10
4	**Survey of existing literature**	11
4.1	Similar projects in the RSA	11
4.1.1	Teaching English in Bantu primary schools – L.W. Lanham 1966	11
4.1.2	The Molteno project – J.V. Rodseth 1978	13
4.1.3	SELRP – Schools' English Language Research Project in Soweto 1980	14
4.1.4	The Teachers' Academic Upgrading Programme (TAUP) in Bophuthatswana 1982	15
4.1.5	Bophuthatswana elementary education upgrading project 1982	16
4.1.6	English in Soweto: a slender life-line to a wider world – D. Freer 1982	17
4.1.7	TELIP – Teachers' English Language Improvement Project 1983	18
4.1.8	ELTIC – English Language Teaching Information Centre	19
4.1.9	A proposed language course in the Faculty of Education of the University of Zululand – R. Ellis 1983	19
4.1.10	Conclusions	20
4.2	The language situation in Black schools	22
4.2.1	Language as medium of instruction with reference to the situation in Ciskeian secondary schools – P.A. Duminy 1972	22
4.2.2	A study of language problems in SA education with special reference to the learning of English as a second language in Black schools – W. Holderness 1975	22
4.2.3	The training of Black teachers in Africa with special reference to Lebowa – G.C. Piek 1979	22
4.2.4	Wastage of education in KwaZulu – C.T. Verwey 1981	23

4.2.5	Teaching of English second language in KwaZulu schools – A.P. Maghoo 1982	23
4.3	Similar language situations in Africa	24
4.3.1	English language teacher training in developing countries (Kenya) – John C. Tan 1970	24
4.3.2	English medium in the Zambian primary system – B. McAdam 1971	25
4.3.3	Language programmes in Nigerian nursery schools – G.J. Dare 1981	25
4.3.4	Conclusions	26
5	**Goals of project**	28
6	**Method of data collection**	28
6.1	Scrutiny of literature	28
6.2	Observation in HP schools	29
6.3	In-depth interviews	30
6.4	Questionnaires	30
7	**Profile of teachers**	32
7.1	Age	32
7.2	Teaching experience	33
7.3	Sex	36
7.4	Amount of exposure to TL in the home	36
7.5	Mother tongue	38
7.6	Qualifications of respondents	38
7.7	Continued exposure to the TL	41
7.8	Situations of communicative interaction	42
7.9	Respondents' proficiency in English	43
7.10	Conclusions	48
8	**Setting in which HP teachers perform in KwaZulu**	48
8.1	**Introduction**	48
8.2	**Physical conditions**	48

8.3	Educational environment as perceived by teachers	49
8.3.1	Pupil:teacher ratio	50
8.3.2	Lack of facilities, equipment and aids	50
8.3.3	Lack of pupil co-operation	50
8.3.4	Heavy work load	50
8.3.5	Number of subjects taught	51
8.3.6	Disappointing results	51
8.3.7	Lack of confidence in own preparation	51
8.4	Medium of instruction	51
8.4.1	Departmental policy	51
8.4.2	Std III pupils' level of proficiency in TL	52
8.4.3	Results of pupils' proficiency	52
8.4.4	Teachers' attitude towards medium of instruction	54
8.5	Teaching materials	55
8.5.1	Textbooks	55
8.6	Conclusions	57
8.7	Didactic techniques prevailing in primary schools	57
8.7.1	Types of lessons observed	59
8.7.2	English second language teaching in HP schools	60
8.8	Community support	61
8.9	Conclusions	62
9	**Needs profile**	63
9.1	Means of data collection	63
9.2	Purpose of collecting these data	63
9.3	Communicative events	63
9.4	Communicative activities	64
9.5	Language functions	65
9.6	Summary of errors	71

9.6.1	Pronunciation, stress and intonational errors	71
9.6.2	Grammatical errors	74
9.6.3	Conclusions	81
10	**Needs analysis**	81
10.1	Participants	81
10.2	Purposive domain	82
10.3	Setting	82
10.4	Interaction	83
10.5	Instrumentality	84
10.6	Dialect	84
10.7	Target level	84
10.8	Communicative events/activities	85
10.9	Language functions	87
10.10	Structures	88
10.11	Notions	88
11	**Course specifications**	89
12	**Comparison of teachers' needs with courses at teacher training institutions**	91
13	**Conclusions**	92
14	**Recommendations**	94
15	**Indications for further research**	95
16	**Bibliography**	97

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Needs analysis of higher primary teachers in KwaZulu

M.S. Odendaal

1 Introduction

As will appear from the literature quoted in this report, various researchers and institutes locally and in the rest of the world have concerned themselves with the state of English either as a subject or as a medium in Black education. The aim of this project is not primarily to make a contribution to existing literature but the motivation is of a more practical nature. It hopes to focus on a specific aspect of the language situation, viz the language needs of Black primary school teachers in KwaZulu.

In the second place it wishes to establish these needs on the basis of empirical data from questionnaires, observation and interviews. Finally it hopes to harness this information for and transform it into a blueprint for a language course for the specific target population that will meet the needs that have been identified.

As the investigation of the language teaching in KwaZulu schools and the taxonomy of language needs will be conducted from a specific language teaching framework, it will be necessary to sketch that framework briefly.

2 Language teaching framework

In the first place it should be underlined that this project is concerned with second language learning and not MT acquisition. All the observations made, criteria applied and solutions offered in this document are made from a communicative language teaching point of view.

The main concern of communicative language teaching is with the act of communication and its place in second language acquisition and not with the means of communication (i.e. linguistic forms), with the actual use of language in society and not with the human system of conceptualization and perception (Yalden 1983:10). Within this framework a second language is regarded as being acquired in two ways:

(1) by subconscious language acquisition as in the acquisition of the MT

(2) by conscious language learning, i.e. the learning and practising of language rules.

Of the two, subconscious language acquisition is considered more important. This is achieved by interaction in the TL where the speakers are concerned primarily with the messages they are conveying and decoding, and not with the form of the utterances (Yalden 1983:13). Conscious learning is useful only as a "monitor"; it cannot be used to initiate utterances. Consequently, the second language classroom should be organized to give communicative activity precedence over formal work on the language system as such (Yalden 1983:13).

Furthermore, within this framework, the learners' needs are central to all decisions that are taken. The major consequence of this principle is that planning ceases to be based on language as a self-contained

system, and must be carried out instead with the learner's needs, motivations, characteristics, abilities, purposes as the point of departure (Yalden 1983:69). The first question that must be asked is what the learner wants to achieve through language. Thus the starting point for a syllabus within this framework is to conduct a needs survey or a needs analysis (Yalden 1983:88).

It must also follow that the role of the teacher within such a framework is that of agent in the learning process rather than its director.

Lastly, if language is for use, the components of the syllabus need to be the functions for which language is used, instead of grammatical items.

3 The statement of the problem

The problem on which this investigation focuses was defined as follows in the research proposal:

English is the sole medium of instruction in Black schools from the fifth school year.

Pupils' poor command of English leads to a breakdown in communication between them and their teachers, to high failure and drop-out rates.

Students proceed to tertiary institutions and the teaching profession with this low level of English proficiency and thus perpetuate low standards of English language teaching and proficiency in Black schools.

The most suitable point of intervention seems to be the primary school, where pupils first encounter English. However, in order to enable them to master English, teachers with the required proficiency in English are needed.

The solution that this project proposes is therefore to improve primary teachers' proficiency in English so that they:

(1) can communicate and teach successfully in the medium

(2) enable pupils to gain an adequate command of the medium.

The following tasks were assigned to the researcher in the research proposal:

(1) To consult the literature on research into English language teaching at primary level

(2) To liaise with other bodies researching the teaching of English in Black primary schools

(3) To assess the current English language teaching situation in Black primary schools and the place of English within the curriculum

(4) To obtain a detailed description of the target group

(5) To identify the contexts in which Black primary school teachers are required to use English, and the language required for these contexts

(6) To identify the constraints that prevent teachers from using English as a medium of instruction

(7) To establish the needs of Black primary school teachers and teacher trainees

(8) To devise three tests:

1 to assess students' English second language proficiency on entering a teacher training college

2 to assess students' proficiency on leaving the college

3 to assess the practising teachers' language proficiency in relation to the target performance described in the needs analysis.

(9) To submit a report on the research findings.

At a meeting on 27 May 1983 the Project Committee found the above proposals too extensive and the following modifications were accepted:

(i) to limit the investigation to Black higher primary school teachers[1]

(ii) to concentrate on the needs and the proficiency of the above target population, and to a lesser degree on the constraints

(iii) to use existing standardized tests as time constraints would not allow devising new tests.

4 Survey of existing literature

Recognition of this problem is not unique to this project. Various institutions in the RSA have identified the problem. Researchers all over the world are investigating the same problem for other target groups. Cripwell (1972:283) says, "English as medium of education is used increasingly. More attention is given to the teaching of English over the last 12 years with emphasis on appropriate teacher training and the development of suitable text books, but the results remain disappointing".

The solutions that have been proposed, however, vary widely and many different remedial programmes have been attempted or are still in progress. Those programmes about which information could be obtained will be described and examined subsequently:

4.1 Similar projects in the RSA

4.1.1 Teaching English in Bantu primary schools – L.W. Lanham 1966

Lanham outlines the same pernicious cycle sketched in the problem statement of this document. He describes the state of English teaching in Africa as follows: One of its greatest difficulties is the tradition of English teaching in SA, which places the emphasis on literary studies and writing instead of on the spoken word as the basic means of communication (Lanham 1966:1).

In the second place, the learning of English Second Language proceeds alongside the model of the MT, so that false transfers are made particularly in pronunciation (Lanham 1966:2). This happens especially at points of major disparity between the two languages such as the vocalic system with 21 vowels and diphthongs in SA English and only five equivalents in for example Zulu. The result is that only 12 vocalic distinctions are observed in African English (Lanham 1966:4).

Finally, in Africa English teaching is largely in the hands of Africans, using an aberrant form of English, in some linguistic areas in Africa so pronounced that it is little more than a local patois (Lanham 1966:5).

In most cases primary school children's first contact with English is in school where they learn it from the African primary school teacher. Lanham evaluates the level of primary school teachers' English as follows:

The proficiency of more than 70% of the teachers is inadequate for an oral/aural approach – in a specially devised proficiency test administered to teacher trainees in six institutions, 153 out of 178 could not understand, "Where did you go to school?", could not tell the hands of a clock, could not use "carry" correctly. 50% said there was a difference between "too/two" and "there/their" (Lanham 1966:6). Lanham claims that well designed teaching materials and suitable techniques and methods of presentation could compensate for the teachers' faulty model. Such materials should be inductive, should aim at attaining mastery of pronunciation and grammar. They should offer a varied, systematic exposition of the same pattern so that pupils could induce the grammatical pattern. They should also counter MT interference (Lanham 1966:7).

The primary school teacher has only the syllabus to guide him, and that merely lists the items to be taught and offers no teaching plan.

Teaching institutions, Lanham claims, also concentrate on the remediation of the trainees' English, with too little training in aural/oral teaching. The result is that teachers resort to endless repetition of the same word or sentence and do not attain the main objective of inculcating the structural patterns of the language. Pupils consequently can recall fixed sets of sentences in stereotyped situations, but break down in communication in situations requiring creative language ability (Lanham 1966:7).

Pupils' contact with written English in the third year of school brings further obstacles:

- it entrenches the MT pronunciation. They pronounce the word as written especially because English pronunciation is not taught systematically, and sound is *not* separated from symbol
- the irregularities of English spelling constitute a heavy burden
- the teacher with his meagre resources of spoken English seeks teaching materials in the written word and cultivates literary English in speech in his pupils (Lanham 1966:8).

Lanham claims therefore that the primary school teacher is the keystone in the teaching of English in the primary school. But the teacher needs a comprehensive, programmed course, providing every item for pattern drills and language games. The provision of such materials and the means of implementing them, such as tape recorders, providing pre-recorded lessons, is, Lanham claims, an accessible objective while the ideal of trained, self-sufficient English teachers is impracticable (1966:9).

The course of the project

A teachers' course and two experiments were conducted.

(1) 1963: Teachers' course in remedial pronunciation

Initially the project was mainly concerned with deviations in African English pronunciation. A three-day course was held for primary school teachers where the use of tape recorders as aids to produce authentic pronunciation was taught (Lanham 1966:18).

(2) 1964: An experiment with Sub A's

In 1964 the project was extended to the teaching of English grammatical structures and vocabulary to primary school pupils. Teachers were supplied with weekly taped lessons and work sheets to be used with the Day by Day English course for South African schools (Lanham 1966:27).

(3) 1965: A reading experiment

A reading experiment was conducted with the Sub A's of the previous year. They were taught reading by means of pronunciation spelling (Lanham 1966:33).

Results

(1) In 1966 the experimental pupils were significantly superior in the test on pronunciation. Learning to read in pronunciation spelling had imparted a grasp of the English pronunciation system.

(2) They were also ahead of control schools in reading.

(3) The test on grammar and vocabulary could not be done by schools taught in the traditional way (Lanham 1966:41).

(4) The teacher was the most important variable. Good materials could be rendered worthless by an inferior teacher.

Recommendations

(1) A fully structured English course providing the content of day to day teaching for the first three years of primary school was urgently needed (Lanham 1966:44).

(2) Systematic teaching of English pronunciation was needed (Lanham 1966:45).

4.1.2 The Molteno project – J.V. Rodseth 1978

Launched by the Institute for the Study of English in Africa of Rhodes University, the research brief for this project was "an analysis of problems connected with the use of English as medium in African schools, and the recommendation of methods for preparing lower primary children for its use from the 5th year of schooling upwards" (Collet 1980:3).

Rodseth's research into the current state of English teaching in Black primary schools revealed the following:

(a) Learning to read was the most conspicuous of failures and had the most serious consequences.

(b) Failure to achieve mastery of English reading was the result of the lack of basic MT reading skills.

(c) The primary school's failure to lay an effective foundation in the initial stages of English acquisition was the source of pupils' failure to acquire English for education and living (Collet 1980:3).

Rodseth identified nine requirements for a model English language course. Evaluated by these criteria, not one of the English courses scrutinized by Rodseth – English Activity, Day by Day and English through Dialogue – proved adequate (Rodseth 1978:93).

The British "Breakthrough-to-Literacy" enliteration course developed for the London Schools' Council Programme in Linguistics and English Teaching was identified as a promising model course to achieve MT literacy skills in Sub A pupils. Permission was obtained to adapt materials for South African use. A graded, phonic, introductory reading course for Sub B, Bridge-to-English, was also begun. It aimed at transferring pupils' MT literacy skills to English reading, with writing reinforcement.

By 1981 the Breakthrough package appeared in its final form in five of the seven official African languages, with Venda and Tsonga in preparation (Collet 1980:5).

After extensive trials and revisions the Bridge-to-English reading course was published with a manual and a supplementary writing book. Work on a "Guided Writing in English" course which would follow Bridge in Use in Std 1 was in progress.

The next focus for the project will be a guided writing programme to follow Bridge in Std 1. It is visualized as a two-year programme, developing into an English-across-the-curriculum approach and leading to the effective use of English as medium of instruction in Higher Primary schools (Collet 1980:6).

4.1.3 SELRP – Schools' English language research project in Soweto 1980

In 1980 the SELRP project was launched by the University of the Witwatersrand. The problem they wished to address was the inefficacy of English teaching in the Primary schools in Soweto (Vivian 1982). Preliminary surveys revealed the following conditions:

(1) The teachers' command of English was inadequate

(2) The language of the textbooks was too difficult for pupils and teachers

(3) Teachers favoured an authoritarian didactic approach and lacked the confidence and organizational skill to break with the traditional method

(4) The teaching of reading was neglected

(5) The teaching of written work and listening comprehension needed attention

(6) Teachers lacked questioning skills

The most common language errors identified were:

tenses
prepositions
pronouns
articles
word order (Vivian 1982:4).

The following objectives were formulated:

to improve the teachers' skills in teaching English

to improve the teachers' use of English as a medium

to improve the teachers' general proficiency in English

to improve teaching skills in general particularly the techniques of group work.

The project was organized as follows:

(1) Weekly workshops were conducted at 20 different schools, attended by an average of 15 teachers.

(2) At the workshops – project materials were studied
– demonstrations and simulations were done
– teachers were guided in the preparation of teaching plans and materials.

(3) Follow-up advisory visits were made by tutors to teachers in their classrooms to assist teachers in using the project materials (Vivian 1982:3).

The project proposed establishing resource schools for demonstration purposes by 1983. The objectives were

– to make teachers more self-reliant
– to train teachers to run the project themselves from 1983 (Vivian 1982:5).

4.1.4 The teachers' academic upgrading programme (TAUP) in Bophuthatswana 1982

This project pinpointed teacher upgrading as the most strategic point of intervention "to improve the quality of the whole educational system within the shortest possible time" (Schlemmer 1982:6) but it selected high school teachers as the target population group. It was directed at upgrading primarily their academic qualifications to ensure "maximum throughput of well-qualified matriculants which could then augment the ranks of teachers at all levels" (Schlemmer 1982:6).

Its two main aims were:

(1) to develop an educationally sound and cost effective system of supported distance teaching and learning

(2) to provide opportunities for Bophuthatswana teachers to pass Junior and Senior Certificate examinations.

The project functioned as follows:

(1) Selected teachers were enrolled in a part-time course alongside their normal teaching duties.

(2) They attended study centres four times a week where they conducted self-study in groups or pairs.

(3) Tutors presented two classes per subject every three weeks and set and evaluated assignments.

(4) Special study materials were prepared by the SACHED Trust.

(5) Access to libraries and study aids were supplied at the study centres.

(6) Vacation summer and winter schools were offered to teachers.

The project ran from 1975 – 1981. For 1980-81 1 300 teacher-students were enrolled. Prof. Schlemmer, who evaluated it, found the programme well-organized and the majority of the tutors doing their work responsibly. In the Senior Certificate examination their results in language subjects compared favourably

with those of full-time students, but results in content subjects were less favourable. Up to 40% of the students actively absorbed the method of independent study (Schlemmer 1982:141).

Problems experienced were the reluctance of principals to release teacher-students to attend sessions, and the poor quality of the tutoring in some cases, but the greatest weaknesses of the project were weaknesses in organizational effectiveness (Schlemmer 1982:147).

4.1.5 Bophuthatswana elementary education upgrading project 1982

This project, like the Molteno project, focuses on the Primary school as the most favourable point of intervention. It is aimed in the first place at improving the instructional method and the teaching environment. It introduces a child-centred approach to primary school education as opposed to the traditional rote-learning approach (Holderness 1982:12).

The Breakthrough approach propagated in the Molteno report is used for English language training. Schools had to commit themselves to making the following improvements to the instructional environment before they were selected for the Project (MATLHASEDI Educational Bulletin:1, 2)[2]

- paint the classroom
- construct open shelves on two sides of the classroom
- install a pinboard and lower chalkboard
- purchase recommended books, materials and learning aids
- purchase furniture made to specifications
- install burglar-proofing.

They also had to meet the following conditions:

- have one session only
- limit classes to 50
- admit only pupils of 5 1/2 years.

In-service teacher training was initiated (Holderness 1982:12). Two one-week training courses were conducted for inspectors, principals and teachers of Grade 1 on:

Course 1

preparation of classroom
school readiness
classification and differentiation
testing and evaluation
group teaching
making of learning aids

teaching Breakthrough to Setswana
laying concepts in Maths
continuous record-keeping

By 1982 600 out of a possible 790 schools had been involved in the project. Findings on the teaching outcomes could not be obtained, but in general enthusiasm about the project seems high.

4.1.6 English in Soweto: A slender life-line to a wider world – D. Freer 1982

The problems in primary schools outlined by Freer are in many ways similar to those addressed by this project, viz

(1) The vast expansion in pupil population

An enrolment of 17 000 – 18 000 for Std III was predicted for 1981, giving a pupil:teacher ratio of 50:1 (Freer 1982:224).

(2) The complex language situation

More than 10 language groups were identified in Soweto; most Sowetons were bilingual (two African languages). Very significant is the fact that though they lived in an urban area, the exposure to English was slight.

(3) Inadequacy of teacher qualifications

84% of primary school teachers had 10 years of formal schooling (Std 8) and 90% had two years teacher training (Freer 1982:224).

(4) Shortage of English textbooks

Of the six classes observed by the researchers, pupils in two had no textbooks, 30% of the pupils had books in three. In only one class did 50% of the pupils have books (Freer 1982:225).

(5) The following areas in English language teaching were identified as problem areas: oral work, reading, teaching methods.

In 1981 a large-scale school-based, in-service project was launched under the auspices of the University of the Witwatersrand and financed by the private sector and the British Council. It sought a solution for some of the problems by improving the teaching skills and the English language proficiency of the primary school teachers.

Three 10-week cycles of two-hour workshops were organized at 20 schools. 360 Std 3 teachers had 55 hours tuition per annum (25 hours of intensive tuition and 30 hours of language contact) (Freer 1982:226).

Tutors gave demonstration lessons, observed teachers' lessons and analysed and discussed them with teachers. Notes were distributed to supplement workshop activities and each Std 3 classroom was supplied with at least 60 reading books.

Tutors found that teachers needed time to accept teaching innovations and develop confidence in using them, but that they became increasingly enthusiastic. Questionnaires supported this view. Advantages of the project were the following (Freer 1982:229).

Teachers experienced peer support in developing teaching materials. Teachers had MT speakers as models. Their instruction was classroom-centred. Pupil involvement increased.

4.1.7 TELIP – Teachers' English language improvement project 1983

In 1981, the University of the Witwatersrand launched a second project, TELIP, to meet the third objective of SELRP (4.1.3), viz to improve the proficiency in English of Primary school teachers (TELIP 1983). Two courses were devised with the following content:

Course 1

sound contrasts

word order

tenses, particularly
- sequence
- continuous tenses
- would

articles

prepositions

pronouns with special attention to
- duplication
- gender of pronoun
- absence of referent

sentence structure
- sentence vs paragraph
- sentence vs clause
- sentence vs phrase

paragraphs

punctuation

These topics were based on the most commonly observed errors.

Course 2

reading comprehension

paragraph construction

paired oral work

direct/indirect speech

For 1983 a third course in writing, reading and oral/aural skills was devised.

4.1.8 ELTIC – English language teaching information centre

This organization is continuously involved in conducting English language courses for teachers at all levels. These courses are in general directed at

(i) comprehensive improvement of the language proficiency of the teachers

(ii) method training.

Among the courses that were held during 1983 were:

(1) A language course for Secondary teachers in Soweto to prepare them for the Matriculation examination

(2) A language course for Secondary teachers in Gazankulu

(3) An in-service language course for Junior and Senior primary school teachers at Kutlwanong.

Mr Hughes D'aithe, in a personal interview held in Johannesburg on 8 April 1983, identified the following problem areas for teachers:

(1) Translating knowledge of the syllabus to performance of the syllabus

(2) Teaching usage of the language instead of use

(3) Making structural/grammatical analysis of their own and pupils' performance in order to pinpoint problems

(4) Integration of language skills

(5) Producing a portion of continuous writing – cohesion of essays

(6) Use of connectors

(7) Reading skills.

4.1.9 A proposed language course in the Faculty of Education of the University of Zululand – R. Ellis 1983

This course is designed for Black students training to become secondary school teachers in South Africa.

According to the brochure it has three major aims:

(1) To develop awareness of how English is used in different kinds of classroom communication

(2) To examine and analyse social attitudes with regard to a range of varieties of English that are relevant to educational practice

(3) To develop awareness of how patterns of language use are related to learning.

It is not designed to improve the linguistic competence of teachers *vis-à-vis* general English or English for academic use. It offers a response to the question: "What does the teacher need to know about the use of English to ensure effective classroom learning?"

A further aim is to develop materials that can be used in a problem-solving approach to teaching a language course (Ellis 1984).

4.1.10 Conclusions

The problem addressed by all these projects is in many respects the same, viz the low level of teaching in Black schools. A different point of intervention is chosen though, and different solutions are visualized by each of the projects.

In the following summary a comparison of the different solutions sought will be attempted.

PROJECT	INTER-VENTION	TARGET GROUP	GOAL	MEANS
University of Zululand	teacher training	senior student teachers	understanding of language improving method	– lectures – materials, demonstration (problem solving method)
INTUS	teacher training	higher primary student teachers	improving English proficiency	– language course
Molteno project	primary school	pupils	improving reading skill	– language courses: Break-through, Bridge
Bophuthatswana Elementary Upgrading	primary school	pupils and teachers	improving teaching in general	– better facilities, methods (group work)
SELRP	primary school	teachers	improving language	– teaching in workshops
TELIP	primary school	teachers	improving language proficiency	– teaching in workshops
Lanham's experiments in Soweto	primary school	teachers	improving pronunciation improving teaching techniques	– course in pronunciation – supplying materials (tapes) teaching techniques (Audio-lingual approach)
Wits' project	primary school	teachers	language proficiency teaching skills	– tutoring and practice (workshops) – supplying materials techniques
ELTIC	primary and secondary school	teachers	academic proficiency language proficiency teaching skills	– teaching in workshops – teaching in workshops – teaching in workshops
TAUP	secondary	teachers	academic proficiency	– self-study methods tutoring

It should be noted that six of the nine projects described above concerned themselves with improving teaching techniques in varying degrees. This seems to be a generally recognized need. Seven of the nine seem to find this the keystone to the improvement of the educational system.

Though all these projects have had a measure of success and brought about improvement, it is very difficult to compare the degree of success they achieved as they all operate differently in some respect or other.

They all seem to be long-term projects, however, needing time to achieve maximum success. Some of them focused to a large extent on the educational system as a whole and not only on the teaching of English.

For the accelerated, more intensified upgrading of the educational situation, which is urgently needed, the contention of this project, however, is:

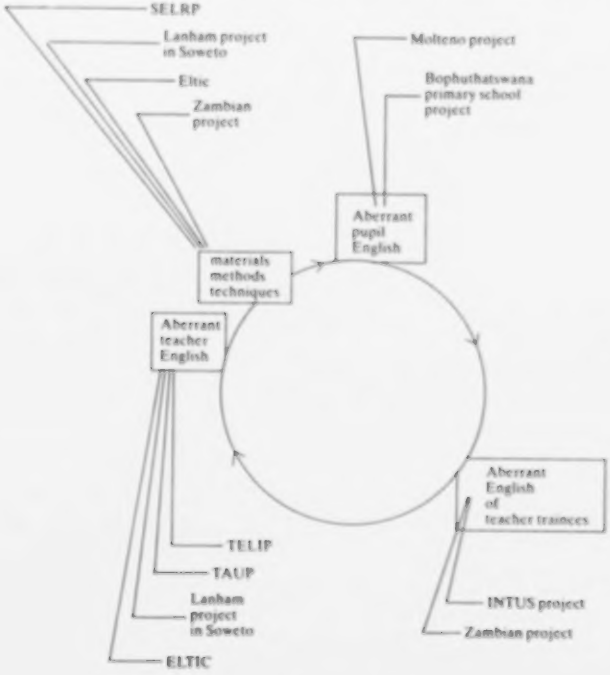
(1) Many researchers agree that the teacher is the keystone to accelerated improvement. According to Schlemmer (1982:6): "Teacher upgrading is fairly clearly the most strategic option for those wishing to improve the quality of the whole educational system within the shortest possible time."

(2) The least costly point at which to reach the maximum number of teachers is at training college before they enter the field.

(3) The skill most decisive for the success of their teaching is their command of the medium.

(4) An intensified course directed at their specific needs would thus seem to yield the highest dividends.

The following diagram attempts to indicate the different points of intervention proposed by respective projects:



4.2 The language situation in Black South African schools

4.2.1 Language as medium of instruction with reference to the situation in Ciskeian secondary schools – Duminy 1972

Though this study was conducted with a different age group, viz Secondary school pupils and a different target population, viz Ciskei Xhosa pupils, it focuses on a problem area found in all Black schools, including KwaZulu schools, viz rote learning.

Duminy's thesis is that rote learning is so prevalent in Black schools (1972:120) because the MT is replaced as a medium of instruction in his early years at school by a language operating with concepts foreign to the child. Most educationists agree that child, cultural world and language should form a firm unit at the stage of his first introduction to formal schooling. When this unit is broken up, the child's educational progress is influenced detrimentally. He seeks an escape route, the way of memorisation. Such material is very easily forgotten.

Another factor that encourages rote learning is when the language used by the teacher is partly unintelligible or too abstract or unrelated to life. Again meaningful learning is not realized. Another alarming finding on Duminy's questionnaire is that only 51,90% of secondary school pupils report that they always understand their teachers' English. 26,91% report that they sometimes understand it.

Supporting his rationale about rote learning is the finding that of pupils who often and always hear English at home, 15,2% never memorise the exact words, while of those who never hear English at home, only 10,1% never memorise the exact words.

Another significant finding is that children from professional homes are more inclined to prefer explanations in English. In other words, early exposure to the TL seems to promote concept forming in the TL.

The most important conclusion to be drawn from this paper seems to be that primary pupils' inadequate mastery of the medium of instruction is possibly the major contributary factor to the quality of their learning.

4.2.2 A study of language problems in S.A. education with special reference to the learning of English as a second language in Black schools – Holderness 1975

Holderness offers little new information (1975). He summarizes for the most part the reports discussed above (Duminy, Lanham, Molteno Report). His conclusions are rather facile: the school population explosion, shortage of teachers, lack of qualifications of teachers are attributed to the apartheid policy.

4.2.3 The training of Black teachers in Africa with special reference to Lebowa – G.C. Piek 1979

Piek also outlines the problem of an insufficient number of teachers, of whom many are underqualified and who have to cope with the pupil explosion. He recommends:

(1) increasing the teaching facilities to train enough teachers to improve the pupil:teacher ratio

(2) in-service training for unqualified teachers

(3) raising the entrance level for trainees to Matric

(4) increasing the length of the course to a minimum of 3 years, with a fourth year recommended

(5) separating the courses for lower primary and higher primary teachers

(6) instituting a special one year course for unqualified teachers

It should be noted that recommendations 3, 4 and 6 have already been implemented.

4.2.4 Wastage of education in KwaZulu – C.T. Verwey 1981

The figures in this study underline the staggering cost of inefficacious teaching.

Verwey points out

(1) The highest % of repeaters are in Sub A
1978 – 18,5%
1979 – 19,3%
1980 – 18,6%.

(2) The greatest flow of labour to the economy takes place from the semi-literate and barely literate phases, viz

	No education	6 320
1979	Sub A – Std 1 illiterate	22 810
	Std 2 – 4 barely literate	22 026
	Std 5	423

(3) Financially R24,27 million per year is wasted on primary education in KwaZulu alone, viz

% pupil years wasted	45,8%
Number of primary pupils 1980	719 397
Wastage per pupil per year	R33,73

4.2.5 Teaching of English second language in KwaZulu schools – Maghoo 1982

The researcher collected the data as follows: 10 schools were selected and 50 teachers interviewed.

The findings were:

Pupil:teacher ratio was 49:1
Number of English periods per week : 7 average
Number of subjects taught : 15
Number of languages : 3
Average length of service of teachers : 12 years
Number of schools with double session or platoon system : 5/10.

She found further that there were no prescribed books for English. One of the 10 schools had a reader for Sub A and B: "I can read". Formal reading started in Std 3.

No particular method was evident such as "Breakthrough" or a thematic method. Most teachers first read a passage or sentence in English, followed it up with an explanation in Zulu, then drilled for the rest of the period. The blackboard was the only aid.

Reading

From Sub A to Std 2 there was no reading scheme or graded set. Up to Std 5 reading was poor without understanding. English was not used as a means of communication.

Composition

In Stds 2 – 3 it consisted of filling in missing words in sentences. Basic grammatical structures were not taught.

Above all, teachers themselves lacked mastery of the medium of instruction.

Main difficulties observed were:	
Large classes	100%
No books and materials	100%
Unsatisfactory materials	100%
No teaching aids	100%
Lack of libraries, reading habit	100%
No guidance from superiors	80%
Classes of mixed ability	72%
In-service training inadequate	86%
Curriculum overloaded	96%
Pupils unmotivated	56%

She makes the following recommendations:

(1) Better facilities – overcrowding should be reduced.

(2) Teachers from other language groups should be recruited.

(3) The number of subjects in the curriculum should be reduced.

(4) Afrikaans should be eliminated.

(5) All teachers should be retrained.

(6) Suitable text books and exercise books, recommended by experts, should be introduced.

(7) Teaching materials should be supplied as well as induction courses for their use.

(8) Resource Units for the teaching of English should be established.

4.3 Similar projects in other African countries

4.3.1 English language teacher training in developing countries (Kenya) – John C. Tan 1970

Tan describes the course offered in Kenya to improve the proficiency of English language teachers.

He identifies similar determinants for an acceptable standard of teaching, viz

(1) Teacher training

(2) Methods of teaching

(3) Materials

and regards teacher training as the most important.

However, as English is offered as a first language or a second language and is not the medium of instruction, the target levels of the course would be too low to apply to the situation in KwaZulu.

4.3.2 English medium in the Zambian primary system – B. McAdam 1971

McAdam describes a problem similar to that described in this project – Instruction in English from Grade I by teachers with a poor command of the language and pupils who do not understand teachers. Teachers struggle with problems similar to those in KwaZulu, viz

- double sessions for teachers
- heavy preparation burden – they have to teach most of the subjects in the curriculum
- similar weaknesses, viz teacher-dominated teaching (McAdam 1971:221).

McAdam seeks to solve the problem in two ways:

(1) The preparation of the teacher – improving his general command of oral English and teaching him how to use better teaching materials

(2) Supplying good teaching materials produced for the particular target population, viz Zambian primary school children, by the English Medium Centre.

Description of materials produced

(1) Language Handbook containing all the lessons for a year, specifying the method e.g. substitutional, conversational, fixed increment, question/answer and ripple drills.

It is accompanied by 35 wall charts, wall pictures and cassetophones.

(2) Reading Handbook containing lesson by lesson instruction on pre-reading and reading activities. A large range of aids was also supplied to teachers such as games, cards, sentence building sets such as 15 class readers, eight supplementary readers and workbooks (McAdam 1971:224).

4.3.3 Language programmes in Nigerian nursery schools – G.J. Dare 1981

Two points that Dare makes have relevance for this project.

He questions the advisability of introducing a first language as a medium at beginners' level for two reasons:

(1) He finds that Nigerian children who start their schooling through the medium of English instead of the mother tongue, do not have sufficient proficiency in their own language to form the basis of concepts on which the first language can be built (Duminy 1972:120).

(2) Children have not acquired enough English to give them comprehension of spoken words when reading is introduced.

He describes similar shortcomings among teachers:

- Too little training in formal speech so that they resort to the MT
- low qualifications
- little experience
- poor proficiency.

4.3.4 Conclusions

As both the language problems Zambia and Kenya experience and the solutions they propose to overcome them are similar to those described in South Africa, they will not be discussed separately, but will be included in the conclusions drawn below.

The literature quoted above (4.1 as well as 4.2 and 4.3) offers a fairly comprehensive picture of the conditions in Black primary schools. Many of these observations are, however, not based on empirica research. Often they are not substantiated and are offered as general truths.

Those that are based on empirical research will be indicated by an asterisk.

The following conditions were observed in Black schools:

With respect to teachers

- The teacher is the decisive factor – he can reduce good materials to bad (Lanham)

- Inadequate teacher qualifications (Collet, Freer*)

- Inadequate English proficiency of teachers (Lanham*; SELRP; SELIP; MOLTENO; Freer)

- Language proficiency inadequate for oral/aural approach (Lanham*)

- MT interference in pronunciation (Lanham*)

- Not taught oral/aural techniques at teaching institutions (Rodseth, Lanham)

- Have a heavy preparation burden (McAdam).

With respect to teaching

- Authoritarian didactic approach. No learner-centred teaching (SELRP, Freer, Bophuthatswana Elementary Project) (Maghoo, Lanham, McAdam)

- Inefficacious enliteration (Molteno Report, SELRP)

- Approximately 20% failure in Sub A – area of highest failure rate (Verwey*)

- Teaching of reading is neglected (Molteno, SELRP, TELIP, Freer, ELTIC, Maghoo*)

- Teachers resort to endless repetition in English (Lanham)

- Teachers seek teaching materials in written word (Lanham)

- No integration of language skills (ELTIC)

- Teaching usage of English instead of use (ELTIC)

- Pupils unmotivated (Maghoo*)

- Pupils don't understand teachers (Duminy, McAdam).

The educational environment

- Increase in numbers admitted to school (Collet, 130% in Soweto, Freer*)

- Overcrowding (Collet, Maghoo*, McAdam)

- Classes of mixed ability (Maghoo*)

- Inadequate government financing (Collet, Holderness*)

- Lack of furniture and equipment in classrooms (Collet*, Bophuthatswana Elementary Project)

- No textbooks (Freer*, Maghoo*), no exercise books (Collet*), no manuals are available (Lanham)

- Language of textbooks is too difficult (SELRP, Lanham, Freer*)

- Language courses are inadequate (Rodseth*, Lanham*)

- No teaching aids (Maghoo*)

- Curriculum overloaded (Maghoo*).

Language errors observed

tenses	(SELRP)
prepositions	(SELRP)
pronouns	(SELRP)
articles	(SELRP)
word order	(TELIP, SELRP)
sound contrasts	(TELIP, SELRP)
paragraphs	(TELIP, SELRP)
connectors	(TELIP, ELTIC)
punctuation	(TELIP)

The most important conclusions to be drawn from the above seems to be

(1) A low level of learning is achieved in Black primary schools.

(2) This is a direct result of pupils' lack of understanding of the language in which they are taught.

(3) Physical conditions in the school are so unfavourable that they impede learning.

(4) Teachers' qualifications are inadequate, further restricting them in their struggle to cope with an extremely difficult teaching task.

(5) Teachers' lack of proficiency in the medium they have to use for instruction prevents them from simplifying subject matter to the level at which it is accessible to the pupils.

(6) Teachers' antiquated teaching methods and techniques are other factors that impede progress.

From points 2 to 5 and to some measure 4, it can be inferred that a communication gap exists between the pupils and their level of understanding and the teachers' teaching. It was an important task of the investigator to ascertain whether a similar condition existed in KwaZulu and if so, to describe the nature of such a condition.

5 Goals for the project

To ascertain whether the lack of comprehension on the part of the teachers disclosed in the literature existed also in KwaZulu, the following goals were set for the investigation:

(1) On empirical data to construct a profile of the HP teachers in KwaZulu and the setting in which they perform

(2) to assess their language proficiency on empirical grounds

(3) to identify their language needs, on empirical grounds, as far as possible

(4) to identify their language deficiencies

(5) to identify the constraints that influence their performance.

(6) On the basis of these data to construct a Needs Analysis for HP teachers using Munby's taxonomy as model.

(7) On the basis of the Needs Analysis to indicate in broad outline the components of a language course.

(8) To evaluate to what extent the English language course for teacher trainees meets the needs of teachers.

6 Method of data collection

Data for this project were obtained in the following ways:

6.1 From relevant literature published on this subject (see 4)

6.2 From observations in HP schools in KwaZulu (4 – 21 July 1983). 13 HP schools in KwaZulu were selected. The 13 schools represent 10 of the 25 inspectorates in KwaZulu. Selection was done on a random basis. Numbers were allocated to the 1276 HP and CP schools and the 13 schools were selected by means of published lists of random numbers.

75 teachers were observed in these schools. As far as the time-tables allowed, all the HP teachers in each school were observed. This proved a very costly technique, both time- and money-wise, as large distances had to be covered to reach the schools selected for the sample. 75 lessons were considered a large enough number to allow statistical inferences.

Further, the homogeneous character of the universum with respect to ethnicity, MT, socio-economic status, culture, facilitated a true reflection of the universum in the sample.

Name of School	District	Classification of School
Phuzudele	Mtubatuba	HP (Stds 3-5)
Ugome	Kwambonambi	HP (Stds 3-5)
Ndondwane	Empangeni	CP (Stds A-3)
Ubizo	Empangeni	CP (Stds A-5)
Emoyeni	Gingindlovu	HP (Stds 3-5)
Ntolwane	Ntumeni	HP (Stds 3-5)
Zamindlela	Estcourt	HP (Stds 3-5)
Broteni	Impendle	CP (Stds A-3)
Kwamlamueli	Richmond	HP (Stds 3-5)
Nkuku	Mtwalume	HP (Stds 3-5)
Ndongeni	Umlazi	HP (Stds 4-6)
Manyuswa	Umlazi	HP (Stds 3-6)
Manzolwandle	Umlazi	HP (Stds 5-8)

Breakdown of standards visited

Std 5 – 31 lessons

Std 4 – 24 lessons

Std 3 – 20 lessons

Total 75 lessons

Breakdown of subjects observed

Health Education	7 lessons
History	11 lessons
Geography	11 lessons
Maths	16 lessons
Science	13 lessons
Agriculture	2 lessons
English	15 lessons
Total	75 lessons

6.3 In-depth interviews

Structured, in-depth interviews were conducted with 20 teachers. Very little linguistic data were obtained by means of this method as linguistic competence is not an attitude or conscious cognitive knowledge. The interviews were, however, valuable as a means of testing the relevance of the questionnaire items.

Interviews were conducted with the following leaders of projects:

1 Mr S. Vivian, leader of the SELRP project of the University of the Witwatersrand, 7 April 1983.

2 Mr Hughes D'Aithe, Director of the English Language Teaching Information Centre (ELTIC), 8 April 1983.

3 Mr Samuels, Director of the SACHED Trust/Turret Correspondence College, 8 April 1983. Turret Correspondence College provided the materials for the Bophuthatswana Teacher Upgrading Project described above (4.1.5).

4 Miss L. Johanssen, in charge of the Teachers' English Improvement Programme (TELIP) which developed out of the SELRP project, 8 April 1983.

5 Mrs M. Bodenstein, Director of the Primary Education Upgrading Project in Bophuthatswana was interviewed by telephone and information about the project was obtained from her.

Interviews were further conducted with:

1 Dr N. Gilroy-Scott, Assistant Representative of the British Council on 7 April 1983, who referred the researcher to the following projects:

The Molteno project

The Bophuthatswana project directed by Mrs Bodenstein

The use of English as medium of instruction in Zambian schools, by Bryson McAdam.

2 Mr Brendan Carroll, author of the GAD English Language Proficiency tests, was consulted from 6-13 May 1983 on the construction of the questionnaires and tests.

3 Dr Crowther, statistician of the HSRC (7 April 1983) to decide on the nature of the study and the size of a representative sample.

4 Mr van Rooyen, Acting Head of Amanzimtoti High School.

6.4 Questionnaires

6.4.1 Questionnaires to HP teachers

6.4.1.1 Description of the target population

In 1982 there were 15 641 Higher and Lower Primary school teachers in KwaZulu.[3] 3 556 (22,7%) were unqualified, in that they did not have a professional diploma. 13 649 (87,2%) had only Std 8 or an academic qualification lower than Std 8.

These figures are, however, not those for the universum of this investigation. This research project is directed at only the Higher Primary teachers, i.e. teachers of Std 3-5. 6 186 of the total number of Primary School teachers taught at HP level. 544 (8,79%) taught in the urban schools around Durban. No figures about the qualifications, sex and age of the HP school teachers were available.

6.4.1.2 Selection of a sample

The research unit for Developmental Sociology of the University of Stellenbosch was approached to help determine the composition and size of a representative random sample.

The names of all HP teachers teaching Stds 3 – 5 in KwaZulu first had to be listed. They could not be obtained from the Department of Education and Culture in Ulundi and the researcher was referred to the 25 Inspectorates' offices for the required information. Great delay was experienced in obtaining this information. Eight of the lists were eventually relayed over the telephone. As the possibility of error was greater in aural communication, the names were spelt out to ensure maximum quality of information.

Secondly, the numeric size of the sample had to be calculated. In the first place it had to be large enough to allow the researcher to generalize with impunity. In the second place, enough cases had to be included in the sample to allow statistical analysis. Using the formula proposed by B. Lazerwitz (Blacock 1968:285) as guideline, the number 500 (8,08% of the universum) was arrived at. It would give the desired confidence level of 0,04.

The names of the 6 186 HP teachers were subsequently listed according to the schools to which they were attached. Schools were listed alphabetically within each of the 25 inspectorates. Using a published list of random numbers, every 12th teacher was selected. A new random number was selected as a starting point at the beginning of every inspectorate list.

6.4.1.3 Description of the sample

333 of the 500 questionnaires were returned, a return rate of 66,6%. 9,3% were from urban teachers, 35,4% had academic qualifications lower than Std 8, 19,2% were professionally unqualified, 77,3% had a professional qualification of at least two years, 47,4% were males, 52,5% were females. 51,05% were below 30, 48,95% were above 30.

However, as was pointed out above, figures on the HP teacher population of KwaZulu only are not available. There are no data concerning their sex, their age groups, or their qualifications. Comparison of the sample with the universum to establish whether it is a representative sample is therefore not possible. This investigation does not claim therefore to be more than a pilot study.

The word "Teacher", when used in this document, will therefore not be a generalization, referring to all teachers in KwaZulu, but will merely refer to the sample observed or the respondents to the questionnaires.

6.4.2 Questionnaire to inspectors

6.4.2.1 Description of target population

There are 75 inspectors in KwaZulu, 3 in each of 25 circuits. Questionnaires were sent to all the inspectors. Of these 41 (55%) were returned. All the circuits are represented in the sample.

6.4.3 GAD – 1 language proficiency test

6.4.3.1 Description of test

The General Advanced Test (copyright by Pergamon) was devised by Brendan Carroll for testing communication performance. It has been standardized and is used in many countries to test communicative competence. Situational references in the tests were adjusted for use in KwaZulu.

In accordance with recent emphases in language teaching it tests communication (use) rather than the traditionally emphasized formal accuracy (usage) and specific rather than general language skills.

Because it is based on testees' educational and professional needs it is more economical than previous types of test, has a higher motivation factor and is more likely to measure the skills that are required.

A further feature of this test is its assessment on the Band system. Testees do not pass or fail the test. Their scores are expressed in levels on the 1 to 9 scale, in which each band is given a performance description and can be compared with the target level performance concerned.

The General Advanced Test consists of two parts:

(1) Reading – 30 multiple choice items on everyday topics: scores converted to a 1-9 band scale.

(2) Writing – 2 writing tasks, one extended, one short, are based on the reading test topics. They are rated on a 1-9 band scale, using writing samples.

The essays of the Writing test on "The ambitions and problems of teachers" yielded valuable information on the environment in which and the constraints under which teachers perform. A brief second test was added in which particular macro skills were tested, viz

(i) simplification

(ii) picking out main ideas

(iii) sequencing sentences in logical order.

As this test has not been standardized, its results were not computed with the GAD test score.

7 Profile of teachers

7.1 Age

The respective age groups of the respondents were as follows:

Table 1

Age groups of teachers	% of HP teachers	n = 333*
Between 20 – 30	51,05	
30 – 40	12,9	

Table 1 *continued*

Age groups of teachers	% of HP teachers	n = 333*
40 – 50	13,8	
50 – 60	6,9	
No response	15,3	
Total	100,0†	

* In this report n always represents the total number of respondents.

† Owing to decimal rounding off, percentages do not always add up to exactly 100,0%.

These figures should be read in conjunction with published figures on the increase in the number of Black teachers during the past two decades (Piek 1979:43):

In 1965 there were 34 042 Black teachers in the RSA. In 1975 the number was 69 007. This tremendous intake would obviously be beginners, which would explain the large number in the under 30 bracket. Another reason may be a high drop-out rate after 30. In their essays teachers maintain that many are dissatisfied with their wages and leave the profession for industry.

7.2 Teaching experience

Table 2

Years' teaching experience	% of HP teachers	n = 333
1 – 10	63,96	
11 – 15	11,4	
16 – 20	7,2	
More than 20	16,2	
No response	1,2	
Total	100,0	

These figures tally with the figures of the age groups given above. The majority of teachers are less experienced. If the years between 30 – 50, i.e. 10 – 20 years' experience of teaching are taken to represent the most profitable years in teachers' careers, only 17% of teacher respondents (n = 333) in KwaZulu qualify. More than half are below 30 and have less than 10 years' experience.

The preponderant youthfulness of the respondents seems to have the following effects:

(1) Greater willingness for continued study: 14,1% of the 19 – 29 group were in the process of getting Std 10. This percentage declined sharply for the older age groups as the following table shows:

Table 3

Age groups studying for Std 10	% of respondents	n = 333
Between 19 – 29	14,1	
29 – 39	4,6	
39 – 49	3,2	
50+	2,5	

(2) As the tables below indicate, the 19 – 29 group seemed to use the TL more readily for communication in the home, with friends, viz in informal situations, than the older age groups. However, they seemed least disposed to use it with colleagues.

An interesting phenomenon that appeared was that the age group that seemed, after the 19 – 29 group, to use English most often with friends and at home was the 39 – 49 group, while the 50+ group showed least inclination to do so.

Table 4

Frequency with which English was used in the home				n = 333
Age groups	Always	Often	Now and then	Never
	%	%	%	%
19 – 29	50,0	70,4	47,4	58,0
30 – 39	33,3	14,8	27,5	27,5
40 – 49	16,7	14,8	17,0	5,8
50+	,0	mt,14,0	8,2	8,7

Table 5

Frequency with which English was used with friends				n = 333
Age groups	Always	Often	Now and then	Never
	%	%	%	%
19 – 29	10,6	44,4	42,3	2,8
30 – 39	2,8	31,9	63,9	1,4
40 – 49	17,9	35,9	43,6	2,6
50+	8,3	20,8	62,5	8,3

Table 6

Frequency with which English was used with colleagues				n = 333
Age groups	Always	Often	Now and then	Never
	%	%	%	%
19 – 29	20,3	38,5	37,8	3,5
30 – 39	22,5	40,8	36,6	,0
40 – 49	36,6	29,3	34,1	,0
50+	29,2	33,3	37,5	,0

If this is compared with the attitude towards English as a medium of instruction it is again the age group between 40 – 49 that has the most positive attitude while that above 50 is the least positive. Surprisingly, the group below 30 has the second least positive towards English as a medium, 20% only moderately liking teaching in English (see table 7).

Table 7

The relationship between age groups and liking for English medium:

	Like teaching in English as medium			n = 333
Age groups	Very much	Moderately	Not at all	Total
	%	%	%	%
19 – 29	79,2	20,8	0,0	100
30 – 39	86,5	13,5	0,0	100
40 – 49	90,2	7,3	2,4	100
50+	77,8	18,5	3,7	100

(3) As the tables below indicate, a much larger percentage of the 19 – 29 group said that they had difficulty with the English of reference books, the syllabus and using English for lessons. Again the group between 40 – 49 experienced the fewest problems and the 50+ group almost as many problems as the 19 – 29 group.

Table 8

Comparative difficulty of English of syllabuses			n = 333
Age groups	Very difficult	Fairly difficult	Easy
	%	%	%
19 – 29	2,1	62,5	35,4
30 – 39	1,4	46,6	52,1
40 – 49	4,9	39,0	56,1
50+	,0	57,7	42,3

Table 9

Comparative difficulty experienced in using English for lessons			n = 333
Age groups	Very difficult	Fairly difficult	Easy
	%	%	%
19 – 29	2,1	41,4	56,6
30 – 39	1,4	31,5	67,1
40 – 49	,0	24,4	75,6
50+	3,7	37,0	59,3

Table 10

Comparative difficulty of English of reference books			n = 333
Age groups	Very difficult	Fairly difficult	Easy
	%	%	%
19 – 29	1,4	45,8	52,8
30 – 39	1,4	27,4	71,2
40 – 49	,0	17,1	82,9
50+	3,7	40,7	55,6

For some reason the 40 – 49 age group seems to be generally more at home with the English medium. A factor that could contribute to the difficulty the 19 – 29 group found in using English as a medium, could be their lack of teaching experience. 94,6% of respondents (n = 333) stated that teaching through the medium of English made their English improve.

7.3 Sex

The sexes were represented as follows:

Table 11

Sex	% of Teachers	n = 333
Male	47,4	
Female	52,6	
Total	100,0	

Lanham claims that the majority of primary school teachers are younger women (1966:4). That may apply to the Lower Primary level in KwaZulu but among these HP respondents the sexes were almost equally represented.

Sex did not significantly affect the language proficiency scores of the respondents. Four differences were however noticeable:

(1) A smaller percentage of women said that they often used English to talk to friends (42,9% women compared to 55,4% men).

(2) Fewer women likewise said that they often used English to talk to colleagues (54,6% women compared to 70,8% men).

(3) Fewer said that they liked teaching through the medium of English (80,3% women compared to 85,9% men).

(4) More said that they experienced difficulty in reading English reference books (43,1% women compared to 32% men) and in giving lessons in English (39,9% women compared to 35,2% men).

(5) More said that their pupils did not understand English textbooks (90,5% women compared to 80% men).

It seems to indicate, therefore, less confidence on their part in using English as a medium.

7.4 Amount of exposure to TL in the home

Duminy (1972:125) found this factor a major determinant for the learning style the pupil acquired and a factor in favour of better communication with the teacher.

One therefore expects respondents with greater exposure to the TL in the home to have attained better proficiency scores in the GAD test.

In assessing the amount of exposure to the TL in the home two factors will be regarded as indicative of such exposure (cf. Duminy's rationale):

(1) the occupation of the parent(s) – whether professional or not

(2) parents' mastery of English.

Freer found that teachers living in urban areas experienced little exposure to English (Freer 1982:224), therefore the surroundings of the teachers will not be considered as a factor.

7.4.1 Education of parents

Table 12

Education of parents	% of teacher respondents	n = 333
Both uneducated	67,3	
One uneducated	16,2	
Both educated	9,0	
No response	7,5	
Total	100,0	

7.4.2 Parents' proficiency in English

Table 13

Proficiency of parents	% of teacher respondents	n = 333
Fluent	10,5	
Moderate	46,8	
Not at all	42,3	
No response	0,3	
Total	100,0	

The profiles from these tables correspond in one respect: only about 10% of respondents seem to have been exposed to a considerable amount of English in the home.

However, contrary to expectations raised by Duminy, the proficiency score of respondents with educated parents was not significantly different (at the ,050 level) from that of respondents with uneducated parents. Neither was there a significant difference between scores of respondents with parents fluent in English and those with parents with no English.

Thus exposure to the TL in the home seems to be a lesser determinant for the acquisition of the TL.

The education of the parents, however, positively influenced the education of the referents. Where both parents were educated 71,4% (n = 28) of the respondents had Std 10 while where the parents were both uneducated 34,1% (n = 217) of the respondents had Std 10, and 18,4% were completing Std 10.

7.5 Mother Tongue

Table 14

Mother Tongue	% of respondents	n = 333
Zulu	91,6	
Xhosa	6,6	
Sotho	0,9	
No response	0,9	
Total	100,0	

MT interference for pupils and teacher respondents will therefore predominantly be from the same source, i.e. Zulu. Furthermore Xhosa and Zulu are closely enough related to give rise to similar forms of interference in structure and pronunciation.

7.6 Qualifications of respondents

7.6.1 Academic qualifications

Table 15

Academic qualifications	% of teacher respondents	n = 333
Std 8	35,4	
9	7,2	
10	37,5	
Completing Std 10	16,5	
No response	3,3	
Total	100,0	

Qualifications of all Primary school teachers in KwaZulu in 1982:

Table 16

Academic qualifications	% of teacher respondents	n = 15 641
Std 8 and lower	87,2	
Std 10	7,85	
Degree	0,2	
No response 4,75		
Total	100,0	

A comparison of the qualifications of HP respondents with those of the total primary teacher body shows a marked improvement in academic qualifications at the Higher Primary level. An inclination to improve academic qualifications is also noticeable among the HP respondents with 23,7% on the way towards completing Std 10.

The quality of the pass obtained in Matric and the symbol obtained for English should also be considered for an overall impression. 74% of the matriculants passed on an aggregate of less than 50% as the following tables will show:

Table 17

Symbols for Matric Exam	% of teacher respondents	n = 125
A 80%	–	
B 70	0,7	
C 60	1,5	
D 50	19,8	
E 40	74,0	
F 30	3,8	
Total	100,0	

Table 18

Symbols obtained for English in Matric	% of respondents	n = 134
B	1,5	
C	3,7	
D	22,4	
E	69,4	
F	3,0	
Total	100,0	

Respondents' scores in English were slightly better than the overall aggregate, but about 70% still attained 40% in the subject. Scores for Std 8 were about 10% higher, with the majority scoring more than 50% in both aggregate and English.

Table 19

Symbols obtained for Std 8	% of teacher respondents	n = 180
A	0,6	
B	1,1	
C	8,3	
D	63,3	
E	26,7	
Total	100,0	

Table 20

Scores obtained for English in Std 8	% of respondents	n = 180
A	–	
B	1,6	
C	8,7	
D	44,3	
E	24,6	
Cannot remember	20,8	
Total	100,0	

The picture that emerges for this sector of teacher respondents is less discouraging than that sketched in the literature studied. 61,2% had qualifications higher than Std 8, though the passes were generally below

average. A strong inclination to improve their qualifications is also evident. The fact remains though that if Std 10 is considered, ideally and by the authorities (de Lange Report p. 66) as the minimum academic qualification for a teacher, only 37,5% of these teacher respondents qualify.

Another consideration significant in this respect is the positive correlation that appears between the academic qualification and the proficiency score of the respondent. In other words, the qualification of the respondent seems to be a positive factor influencing his language proficiency.

7.6.2 Professional qualifications of respondents

Table 21

Professional qualifications	% of respondents	n = 333
PTC	76,9	
PTD	0,9	
None	12,0	
Other	7,2	
No response	3,0	
Total	100,0	

Table 22

No of years' professional training	% of respondents	n = 333
1	1,5	
2	76,9	85%
3	3,6	
More than 3	3,0	
No training	15,0	
Total	100,0	

85% of respondents had professional training which compares favourably with the figures supplied by the Department of Education and Training for all KwaZulu Primary school teachers in 1982, viz 77,3% (n = 15 641). This may again indicate that professional qualifications at Higher Primary level are better than at Lower Primary level. The fact remains however that, measured by the standards set by the de Lange Commission of a professional qualification of at least three years, only 6,6% of respondents are adequately qualified; 93,4% (n = 333) were underqualified.

The following table indicates another implication:

Table 23

Correlation between professional qualification and proficiency score		
Professional qualification	No of teachers	Band mean
None	38	5,59
PTD	3	5,66
Other	23	6,19
PTC	247	6,23

The difference between the professional scores of teachers with no training or training of up to two years and that of teachers with three + years training was statistically significant (at the ,050 level).

In other words, professional training seems to be a factor positively influencing the respondent's proficiency in English. Lack of training represents therefore more than lack of teaching expertise. It represents in addition loss of language proficiency which determines the overall quality of the respondents' teaching.

7.7 Continued exposure to the TL

The measure of respondents' continued exposure to the TL was inferred from the following:

(1) amount of listening to public media such as TV and radio

(2) extent to which they read newspapers

(3) the degree of communication in the TL:
in the home
with friends
in the public service
with the headmaster
with colleagues.

7.7.1 Exposure to English on the radio and TV

Table 24

Eng. radio programmes listened to	% of respondents	n = 333
News	74,9	
School programmes	70,9	
Discussions	25,8	
Drama	22,5	
	†	

†Where percentages are not totalled, it is because respondents selected more than one item.

Respondents preferred listening to the news and school programmes, but, as the following table will show, that does not necessarily imply a great amount of exposure, as more than half of them judged that their total length of exposure was less than one hour per day.

Table 25

Length of exposure to radio programmes	% of respondents	n = 333
None	4,5	
– 1 hr	53,5	
2 – 4 hrs	38,1	
5 – 7 hrs per day	2,1	

Exposure to TV 1, where only half the programmes are in English, was more limited, only about 24% watching TV for more than 2 hours per day.

Table 26

Length of exposure to TV 1	% of respondents	n = 333
Did not watch TV 1	48,9	
Watched less than 1 hr per day	22,8	
Watched 2 – 4 hrs per day	22,5	
Watched 5 – 7 hrs per day	1,8	

7.7.2 Exposure to English in newspapers

As the following tables will show a large number of respondents reads newspapers, but only about 23% say they read them every day, i.e. experience regular exposure to written TL.

Table 27

English papers read	% of respondents n = 333
Natal Mercury	64,6
Daily News	56,5
Natal Witness	15,3
Soweton	2,1

Table 28

English weekend paper(s) read	% of respondents	n = 333
Sunday Tribune	46,8	
Sunday Times	40,2	
Post	14,1	
Sunday Express	5,1	
Sunday Post	–	
Don't read weekend papers	14,1	

Table 29

Frequency with which papers are read	% of respondents	n = 333
Twice weekly	38,4	
Once weekly	32,7	
Every day	22,8	
Don't read papers	4,5	

7.8 Situations of communicative interaction in the TL other than the school

Table 30

Situations of communicative interaction in the TL	Frequency of interaction					n = 333
	Always	Often	Now & then	Never	No response	Total
Home	1,8	8,4	58,3	23,4	8,1	100
Friends	8,7	36,9	44,7	3,3	6,3	100
Shops	18,0	25,2	38,1	10,5	8,1	100
Headmaster	47,1	25,8	18,0	–	9,0	100
Colleagues	23,7	35,1	34,2	1,5	5,4	100
Inspectors	58,3	18,9	18,3	0,3	4,2	100
Official visitors	52,6	17,7	24,6	0,6	4,5	100

The home seems to be the area of least communicative interaction in the TL. 81,7% of respondents said they spoke English seldom to never and only 10,2% used it often to always. This correlates with the finding that only 10,5% of respondents' parents spoke English fluently.

Factors which did influence the English spoken by respondents in the home were the education of the parents and their fluency in English. Only 3,3% (n = 30) of respondents with educated parents never spoke it in the home while 30,3% (n = 208) of respondents with uneducated parents said they never spoke it in the home.

A factor which did not positively affect the amount of English spoken in the home was whether respondents resided and taught in urban areas. None of the urban respondents (n = 31) spoke English often or always in the home, while 12,3% of those in rural areas (n = 294) said they spoke it often or always.

English was used most consistently with inspectors, almost 60% of respondents always using it to inspectors. However, as occasions for interaction with inspectors are infrequent that would not be productive of a large measure of interaction.

Similar to this category is the interaction with the headmaster, which is characterized by high incidence, viz 72,9% of respondents said they used English often to always with the headmaster. However, the frequency of contact with the headmaster would be lower than for instance that with other colleagues.

More significant is the interaction with colleagues as the frequency of such interchanges is much higher. 58,8% said they spoke the TL often to always to colleagues, although the number that spoke it infrequently or never, viz 35,1% is larger than expected in view of the fact that it is official policy that English should be the medium used at HP level.

The area of most frequent communicative contact was with friends, 45,6% of respondents saying that they spoke English often to always to them. However, the percentage using it seldom to never is still larger (viz 48%).

The shop also seems a situation productive of a fair amount of communicative interaction and the frequency and length of these exchanges would exceed that with e.g. inspectors.

These situations could therefore be listed as follows in terms of their communicative value:

(1) colleagues and headmaster

(2) friends

(3) shops

(4) inspectors

(5) home.

7.9 Respondents' proficiency in English

Respondents' proficiency in English was assessed in the GAD-1 proficiency test described above. Their scores are expressed in levels on a 1 – 9 scale, and can be compared with the target level performance

,concerned. Brendan Carroll judges[4] that band 7 is the minimum required for a teacher of English. That should apply in countries where English is taught as a TL but in the KwaZulu situation where teachers have to use English as a medium of instruction across the curriculum, a higher level with greater flexibility of expression is required. For the purposes of this report band 8 will be considered the minimum requirement for KwaZulu HP Teachers.

7.9.1 Results of GAD proficiency test

Table 31

Scores for reading test

Band	Frequency	% of respondents	n = 33
2	4	1,2	
3	2	0,6	
4	15	4,5	
5	65	19,5	
6	155	46,5	
7	69	20,7	
8	16	4,8	
No response	7	2,2	Band mean = 6,16
Total	333	100,0	

Table 32

Scores for writing test

Band	Frequency	% of respondents	
4	3	0,9	
5	90	27,0	
6	198	59,4	
7	35	10,5	
No response	7	2,2	Band mean = 6,10
Total	333	100,0	

Table 33

Final score for GAD test

Band	Frequency	% of respondents	
4	10	3	
5	86	25,8	
6	191	57,3	
7	33	9,9	
8	1	0,3	
No response	12	3,6	Band mean = 6,14
Total	333	100,0	

7.9.2 Reliability of GAD proficiency test

Three tests were executed to establish the reliability of the discrete point reading test.

(1) T-test

On the T-test all the items except 2 discriminated at a 5% reliability level.

(2) Correlation test between item scores and total scores

Again all items correlated positively with total scores at 5% reliability level.

(3) Cronbach's alpha reliability coefficient

This was established at 0,81 and could therefore be regarded as an acceptable level of reliability.

7.9.3 Correlation between reading and writing tests

The mean for the discrete point reading test was 6,166, and for the free writing test, which was marked more subjectively, was 6,115. 21,3% (n = 333) of the scores for the reading and writing tests were identical. In 41,7% of scores there was a 0,5 band difference; 6,9% of scores showed a 1,5 band difference; 3,3% of scores differed by 2 bands. In one case only, was there a 4,5 band difference.

The Spearman correlation coefficient of the overall band and the macro-test was 0,12821, which though weak was not fortuitous.

Evaluated by the criterion stated above, a minimum requirement of band 8, 1 respondent qualifies. 33 attain the requirement set by Brendan Carroll and regarded as too low by the researcher. 57,3% (n = 333) of the respondents attain band 6 and 30% have band 5 and lower.

7.9.4 Respondents' score in macro skills test

Table 34

Score in %	% of respondents	n = 333
100,0	0,3	
91,6	4,8	
83,3	5,7	
75,0	1,2	
66,6	1,2	
58,3	12,6	
50,0	24,3	
41,6	5,4	
33,3	1,8	
25,0	12,3	
16,6	21,3	
8,3	3,6	
No reply	5,4	Mean = 42,6%
Total	100,0	

Scores in respective skills

Table 35

Skills	% of corrects	n = 333
Picking out the main idea	46,5	
Arranging sentences in logical order	21,0	
Simplifying sentence	3,3	

It seems, therefore, that respondents scored significantly lower on these particular skills than in the proficiency test where the mean was band 6. The skill in which they had the least ability was that of simplification. 75,6% opted for the sentence that repeated in practically identical words the test sentence.

7.9.5 Factors influencing proficiency

7.9.5.1 Age

Table 36

Relationship between age group and proficiency level

Age group	No of teachers	Band mean
19 – 29	149	5,98
30 – 39	72	6,23
40 – 49	38	6,50
50+	27	6,33

The groups significantly different at the 0,050 level were the 19 – 29 group and the 40 – 49 group.

The youngest age group scored lowest in the proficiency test. The exposure to English that teaching through the medium of English affords may explain the improved proficiency of more experienced teachers. 94,3% (n = 333) of teacher respondents stated in fact that teaching through the medium of English improved their English.

7.9.5.2 Sex, parents' proficiency in English

The difference between the proficiency of male and female teachers was statistically insignificant at the 0,050 level. Likewise, the level of education of the parents and the proficiency in English of the parents were factors that did not significantly influence respondents' proficiency.

However, as pointed out above, the parents' level of education correlated positively with respondents' qualifications. Respondents with educated parents also stated that they used reference books more often and experienced less difficulty with the reading of syllabuses and the preparation of lessons in English than did respondents with uneducated parents which seems to imply greater confidence in the use of English.

7.9.5.3 Professional qualifications of respondents

Table 37

Professional qualification	No of teachers	Band mean
None	38	5,59
PTD	3	5,66
Other	23	6,19
PTC	247	6,23

Respondents without professional qualifications registered the lowest proficiency scores. The difference between this group and respondents with PTC or other qualifications was statistically significant.

Better qualified respondents also professed to experience less difficulty with the preparation of notes, understanding the syllabuses and studying reference books, which supports the idea that their proficiency in the TL was better.

7.9.5.4 Academic qualifications

The variance calculated by means of Scheffe's procedure showed there was a statistically significant difference (at the 0,050 level) between the proficiency bands of respondents with Std 8 and Std 10. In other words, improvement in the academic level improved the English proficiency of respondents.

7.9.5.5 Teaching in urban schools

This factor showed a significant difference at the 0,050 level as the following table shows.

Table 38

Kind of school	No of teachers	Band mean	n = 333
Rural	290	6,12	
Urban	31	6,38	
No response	12		
Total	333		

A factor possibly responsible for this distribution of proficiency scores is that greater competition for urban appointments would make selection of better qualified teachers possible. The following comparison does in fact show that respondents teaching in urban schools were better qualified than those in rural schools:

Table 39

Comparison of qualifications of teachers in rural and urban schools

Kind of school	Std 8	Std 9	Std 10	Completing 10	n = 333
Rural	38,7	7,5	36,0	17,8	294
Urban	16,7	6,7	66,7	10,0	39

The urban respondents' claim that they had less difficulty in understanding the syllabuses, in preparing lessons, and studying reference books also implies better proficiency in English.

Table 40

Comparison of understanding of English of teachers in rural and urban schools

	Kind of school	
Difficulty in	Urban	Rural
understanding syllabuses	46,7%	57,7%
preparing lessons	25,8%	38,7%
reading reference books	23,3%	38,4%

However, respondents teaching in urban areas do not necessarily seem to be exposed to more interaction in English. As pointed out above, they said they spoke less English in the home. They also showed less liking for teaching in the English medium than did rural teachers:

Table 41

Comparison of rural and urban teachers' liking for English medium

Degree of liking	Very much	Moderately	Not at all	n = 333
Kind of school				
Rural	83	16	0,7	294
Urban	80,6	19,4		39

7.10 Conclusions

The following findings of the above profile of the target population need to be emphasized as they bear out the problem formulated by this document and the solution it proposes. The rest of the data will be summarized in the needs analysis.

(1) Respondents' proficiency in English is inadequate for the task they have to perform.

(2) Opportunity for subconscious acquisition, viz opportunity for exposure to the TL is inadequate.

(3) Very little exposure to MT English is possible and that mostly on the radio and TV 1.

(4) A major determinant for proficiency in English seems to be therefore the amount and level of education. A positive correlation between the level of education and the level of proficiency in English was clear.

(5) The most profitable means of upgrading the proficiency of teachers seems therefore to be by instruction and the most feasible place where this can be put in practice an educational institution before they enter the field.

8 The setting in which HP teachers perform in KwaZulu

8.1 Introduction

These data collected as described above from questionnaires, observation and essays, deal with the following aspects:

- physical conditions
- educational environment
- medium of instruction
- teaching materials
- didactic techniques
- community support.

8.2 Physical conditions in KwaZulu schools

These conditions have a profound influence on overall didactic techniques in the schools and particularly on language teaching.

8.2.1 Physical conditions observed by researcher

Table 42

Physical features	No of schools n = 14
Many broken windows	9
Dilapidated buildings	2
No fences	6
Unpainted walls	10
3 pupils or more in a desk	8
Cement floors	12
No ceilings	9
Inadequate blackboards	6
No cupboards	7
Two classes conducted simultaneously in one room	1
School started late	3
More than 50 in a class	11
No aids, illustrations on walls	10
Dust all over	9
Less than half the pupils have textbooks	11

These conditions prevailed mostly in schools in rural areas. The learning environment created by such conditions was drab, unstimulating, depressing.

Conditions in schools in urban areas and on a mission station varied markedly from those in rural areas and the following features were observed.

Table 43

Physical features	No of schools n = 14
Lawns planted between buildings	6
Office and staffroom; administrative facilities	5
Majority dressed in uniforms	4
Electricity available	4
Sufficient desks	3
Buildings neat, well maintained	5
No broken windows	5
Windows had burglar proofing	2
Good, adequate blackboard space	4
Telephone	3
Painted walls	5
Limited aids available	4
Trophies and cups	3
Arrangements for safeguarding of building	2
Enough textbooks	3

8.3 Educational environment as perceived by teachers themselves

In the essays written for the GAD test and in the questionnaires, respondents supply the following information about their educational environment:

8.3.1 Pupil:teacher ratio

In the questionnaires 62,46% of the teachers said that they taught classes of more than 50 pupils and 28,5% classes between 40 – 50.

In the essays this feature is mentioned by 28,5% of respondents (n = 333). They complain that they cannot give individual attention to pupils or differentiate between slow and bright learners.

Statistics supplied by the KwaZulu Department of Education and Culture show that in 1983 there were 876 423 primary school pupils in KwaZulu and 16 986 primary school teachers, which gives a pupil:teacher ratio of 51,5:1. This is even more unfavourable than the 48,47:1 ratio given by the de Lange Report and Miss Maghoo's findings of a ratio of 49:1 in the KwaZulu Primary schools which she visited. Figures for Higher Primary classes only are not available.

8.3.2 Lack of facilities, equipment and aids

These deficiencies are mentioned by 54,3% of respondents (n = 333) in their essays. They mention in order of frequency

- lack of teaching aids, particularly for the languages
- shortage of desks, cupboards, blackboards
  Pupils sit four in a desk; others sit on the floor and write on their knees.
- lack of classrooms
  Two classes are taught simultaneously in one room. Others teach in an old bus or under a tree.
- total lack of libraries
- lack of reference books or teachers' manuals
- lack of equipment such as science kits.

8.3.3 Lack of pupil co-operation

Many teachers seem to experience a lack of co-operation from pupils. The following forms of negative pupil response are mentioned by 28,2% of respondents (n = 333)[1]. They are listed in order of frequency.

- pupils are undisciplined and rebellious
- they do no preparation or homework
- they are unmotivated or lazy
- they do not co-operate
- they are passive and do not communicate
- they don't pay attention
- they fight and cheat.

8.3.4 Heavy work load

For many teachers the burden of teaching is onerous. The following features are mentioned by 25,5% of the respondents (n = 333):

- progress is slow as a result of much repetition
- preparation of pupils in the Junior Primary phase is inadequate
- too many subjects have to be taught – teachers are not allowed to specialize

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1. Following the practice of Davis (1971:64, 65).

- the marking load is too heavy and the preparation of notes is time consuming
- too little time is available to complete the work
- pupils are at too many different levels of progress
- work is too difficult for the pupils.

8.3.5 Number of subjects taught by respondents

Many respondents find two factors responsible for their heavy work load.

8.3.5.1 The large number of subjects, viz

Afrikaans
English
Mathematics
Physical Science
History
Geography
Health
Education
Agriculture
Sewing

Although Religious Instruction, Art, Singing, Physical Education and sport are not examinable, they still take up a lot of the respondents' time.

8.3.5.2 Lack of specialization

Though a number of respondents (10%, n = 333) complain in the essays that this factor increased their preparation burden and constrained them to teach subjects they disliked, it is only partially true.

Only 26,1% of respondents taught classically at Std 3 level. The rest of the respondents specialized, i.e. taught the same subjects at different levels.

8.3.6 Disappointing results

Many teachers mention the disillusionment and disappointment when examination results prove how little pupils have mastered during the year.

8.3.7 Lack of confidence in own training

In the essays 10,2% of respondents commented on the inadequacy of their training. An awareness of this condition is also reflected in the fact that 65,2% of the respondents to the questionnaires are engaged in some form of study, either for a professional diploma or for a degree.

8.4 Medium of instruction

8.4.1 Departmental policy

Departmental policy in KwaZulu prescribes English as a medium of instruction from Std 3, i.e. the fifth school year. Literacy is taught in the MT. English as a subject is introduced from Sub B.

8.4.2 Std 3 pupils' proficiency in the TL

No test results of pupils' proficiency in English on entering Std 3 were available. However, Std 3 pupils, addressed individually, were unable to understand questions such as:

"Where is your home?"
"Have you come far?"
"What does your father do?"
"In what standard are you?"
"What do you do in school?"

It should be pointed out, though, that the difference between the English pronunciation of a SA White (the researcher) and the Zulu teacher would be so considerable as to constitute a major communicative barrier. No true estimate of the pupils' proficiency in English could thus be gained from oral questioning.

Respondents assessed the proficiency level of Std 3 pupils as follows:

(1) It did not enable them to understand teaching through the medium of English. In the essays 21,6% of respondents (n = 333) stated that Std 3 pupils didn't understand them and could not cope with the medium.

(2) It did not enable them to understand their textbooks. 83,5% of respondents thought that their pupils could not understand the textbooks without the teachers' help.

(3) It hampered them in understanding teachers' notes (assessment of 48,7% of the inspectors, n = 42).

8.4.3 Results of pupils' proficiency

The results of the pupils' low level of proficiency in the TL are far-reaching:

8.4.3.1 It constrains teachers to teach in the MT, particularly in Std 3.

The researcher's impression, during observation in the schools was that instruction took place predominantly in the MT in Std 3. Even 2 English lessons taught solely in the MT, were observed. In the other classes, 25 of the 75 teachers explained subject matter in the MT. This is borne out by the questionnaires. 86,5% of the respondents acknowledged that they explained content in the MT.

In the reasons respondents give for their failure to use the prescribed medium of instruction, they acknowledge by implication that their proficiency is inadequate and does not allow them to reach the level of understanding of the pupils.

Table 44

Reasons for failure to use English as medium of instruction	n = 333 % of respondents
1 Pupils don't understand	42,6
2 To enable them to explain better	16,5
3 Cannot use simple language	7,8
4 Don't have aids to illustrate content	6,9
5 Pupils lack background	2,1
6 To save time	0,6
7 To stimulate interest	0,6

‖ Where totals are not supplied, respondents chose more than one option.

The reasons inspectors give for the teachers' failure to use English as a medium correlate with respondents' with respect to frequency and order of frequency.

Table 45

Inspectors' reasons for teachers' failure to use English as medium of instruction	Number of inspectors	n = 42
Pupils don't understand English	31,7	
Teachers' inadequate command of the medium	26,8	
Pupils want the MT	4,8	
Teachers were taught in the MT themselves	4,8	
Pupils were taught in the MT and find the transition difficult	4,8	
Teachers' greater ease in using MT	2,4	
Teachers have no facilities to improve their proficiency	2,4	

8.4.3.2 Teachers experience great difficulty in assessing how little pupils understand. The teaching techniques used so widely in the primary schools, e.g. choral response, further camouflage the pupils' incapacity. In the essays many teachers describe the traumatic discovery, only at examination time, that pupils have mastered very little.

8.4.3.3 In the third place far greater language proficiency is required of the teachers in order to simplify the subject matter sufficiently to bridge the comprehension gap. And, as has been pointed out above, the teachers' proficiency in general and their ability to simplify are not adequate to do so.

Because of their own lack of flexibility, respondents tend to use the language of the textbooks in their notes and lessons, although, as stated above, 83,5% of them found that this language was beyond the comprehension of the pupils. Respondents' preference for bombastic sentence structure and particularly vocabulary, as observed in the written section of the GAD test, also militates against the appropriate use of simple language.

This gap between pupils' level of comprehension and teachers' ability to express themselves in the medium of instruction appears to be one of the major stumbling blocks towards effective instruction in the Primary school.

Several solutions seem indicated:

(1) to begin English medium instruction in SSB – 15,9% of the teachers advocated this option

(2) to add another school year to the Junior Primary Phase to allow pupils to master the medium.

This practice is followed at Senior Secondary level at Amanzimtoti High School and results in a 100% pass figure in external exams (from conversation with Mr van Rooyen, Acting Head of Amanzimtoti High).

(3) to upgrade the English proficiency of HP teachers in order to enable them to teach simply enough to meet pupils at their level.

This last option seems the most economical and practicable.

8.4.3.4 Another vicious circle is created. Because pupils cannot understand the TL, the MT is used, and pupils' opportunity for mastering the TL is postponed.

One other finding of some significance for teachers' language needs is the order in which respondents ranked the subjects in which pupils had difficulty in understanding the textbooks.

Table 46

Subjects in which pupils do not understand textbooks	% of respondents	n = 333
Science	65,8	
Geography	62,5	
History	60,4	
Maths	32,1	
Health Science	32,1	
Agriculture	25,8	

Subjects where symbols were used and more practical subjects seemed to afford fewer problems than more abstract content subjects.

8.4.4 Teachers' attitude towards English as medium of instruction

82,6% of respondents liked teaching all the subjects through medium of English very much; thus motivation towards the TL seems high. This compares as follows with inspectors' impression of teachers' attitude towards English as a medium.

Table 47

Inspectors' views of teachers' attitude towards medium	% of respondents	n = 42
Teachers like it	75,6	
50% of teachers like it	9,7	
Teachers feel insecure because of lack of skill	7,3	
Would like to use both languages	2,4	
Would like to improve	2,4	
No response	2,6	
Total	100,0	

The inspectors' views are less positive than those of teachers, acknowledging more problems.

However, the following table showing respondents' assessment of point at which English should be introduced as a medium, reflects the same positive attitude towards English as a medium.

Table 48

Respondents' assessment of Std at which English medium should be introduced	% of respondents	n = 333
SSB	15,9	
Std I	21,3	
Std II	12,9	
Std III	47,7	
Std III+	0,6	
Total	100,0	

8.5 Teaching materials

The importance of teaching materials in the process of upgrading educational levels, and the shortcomings in the materials used in Black primary schools at present have been stressed by a number of the researchers quoted above.

The materials available in KwaZulu schools will be considered briefly. No profound investigation of the quality of the materials was made as this less directly affects the teachers' language needs.

8.5.1 Text books

8.5.1.1 Lack of textbooks

29% (n = 333) of respondents wrote in the essays that pupils had no textbooks, or even exercise books. 7,5% more said pupils were without the basic writing equipment. Respondents to the questionnaires thought as follows:

Table 49

No of pupils with books	% of respondents	n = 333
All the pupils	27,0	
Half the pupils	49,2	
Quarter of the pupils and less	21,3	
No response	2,4	
Total	100,0	

The situation seems slightly better in urban areas where 79,3% (n = 333) of respondents said half and more of the pupils had books. 68% of respondents in rural areas thought half+ of their pupils had books.

Many teachers have sympathy with the poverty that lies at the root of this condition. They also deplore the fact that no financial aid is given to parents by the Department.

8.5.1.2 Difficulty of the textbooks

The quality of particularly English courses currently in use in Black primary school has been criticized by among others Lanham, Rodseth, SELRP.

Respondents' judgement on the difficulty level of the text books (of 8.5.1.1) indicates that their linguistic level is not suited to the pupils.

Subjects in which respondents found that pupils had the greatest difficulty were those dealing with abstract concepts, e.g. History, Geography and Science, while in subjects like Maths where symbols are used, or subjects like Health Science and Agriculture where more concrete demonstration is possible, fewer problems were experienced.

Table 50

Subjects in which pupils do not understand textbooks	% of respondents	n = 333
Science	65,8	
Geography	62,5	
History	60,4	
Maths	32,1	
Health Science	32,1	
Agriculture	25,8	

This correlates well with respondents' rating of the difficulty they experienced themselves with teaching the content subjects, as the following table shows:

Table 51

Subjects arranged in order of difficulty	% of respondents	n = 333
Science	32,1	
Geography	30,9	
History	29,7	
Maths	20,4	
Health Science	16,2	
English	15,9	
Agriculture	12,6 *	

* Percentages do not add up to 100% as this is an abstract from a scale on which they indicated the degree of difficulty they experienced.

8.5.1.3 Teachers' manuals

Several researchers made an urgent plea for the provision of teachers' manuals, as without them materials have been used unproductively and incorrectly (Lanham, Rodseth).

Respondents' themselves perceived the usefulness of manuals as follows:

Table 52

Usefulness of manuals	% of respondents	n = 333
Very helpful	73,3	
Fairly helpful	16,2	
Not helpful	2,1	
Did not use them	8,4	
Total	100,0	

Subjects in which manuals were used most often were the following:

Table 53

Subjects in which manuals were used ranged in order of frequency	% of respondents	n = 333
English	58,6	
Maths	54,1	
Science	41,4	
History	39,3	
Geography	38,1	
Agriculture	28,2	
Needlework	14,7 †	

† Percentages do not add up to 100% due to the fact that teachers teach more than one subject.

A considerable proportion of the respondents was not aware of the existence of teachers' manuals for certain subjects, particularly for subjects in which they had said that pupils had most difficulty understanding the content.

Table 54

Subjects in which manuals were not available	% of respondents	n = 333
History	19,2	
Geography	18,3	
Science	16,5	

8.6 Conclusions

Any one of the above factors is enough to complicate a teaching situation. All operating at the same time creates a humanly untenable position.

There seems to be little hope for speedy alleviation of these conditions as they seem to prevail not only in KwaZulu but in all Black communities on such a wide scale. Particularly, in view of the economic recession of the past few years, the financial resources needed for such improvement would be less easily available.

Upgrading directed at the human factor, the teacher, capable of transcending conditions, seems therefore to be the most promising solution.

8.7 Didactic techniques resulting from physical conditions

The didactic implications of these conditions are profound. The fact that pupils do not have textbooks and are therefore unable to do any preparation or revision of subject matter at home, forces teachers to make pupils do all their learning in the school situation. This limits the amount of information presented, necessitates a great amount of repetition and summarizing of subject matter on the board. Large classes

also make any individualized form of instruction impossible such as individual explanation, testing, communicative interaction with pupils. Choral repetition, so often observed in Black schools, is of necessity implemented to give at least a semblance of participation on the pupils' part.

All the above practices were observed in the classrooms:

Table 55

Didactic practices	% of teachers n = 75
Teacher dominated teaching	100
Pupils passive, little language interaction	100
Small amount of information presented and repeated	75
Choral repetition after teacher, choral reading from board	64
Language in text too difficult, not fully explained	64
Pupils answer chorally	70,6
Does not test if pupils understand content	34,6
Explains in MT	33,3
Teaching pace too slow	26,6
Pupils understand English of teacher	33,3

Though these features were observed more frequently in rural schools than in urban schools, they were not restricted to rural schools as the following table shows:

Table 56

Comparison of didactic techniques in urban and rural schools

Didactic features	Urban schools (n = 17)	Rural schools (n = 58)
	%	%
Teacher dominated teaching	100	100
Pupils passive, little language interaction	100	100
Small amount of subject matter presented	76,4	81,03
Choral repetition, reading from board	11,7	79,3
Language of text and notes too difficult	0	82,7
Pupils answer chorally	41,1	44,8
Teacher does not test if pupils understand	29,4	18,9
Explains in MT	11,7	39,6
Teaching pace too slow	23,5	27,5

In other words, although the physical conditions in urban schools were much better, the fact that similar practices prevailed also in urban schools proves that improvement of the physical features did not ipso facto improve didactic techniques.

Furthermore, the above techniques were observed in the teaching of unqualified teachers and qualified teachers. In other words, these practices cannot be ascribed solely to lack of training in educational techniques.

A purely negative picture of didactic practices in the school would be inaccurate and misleading. The following features of good teaching were observed:

Table 57

Positive didactic features	% of lessons n = 75
Teacher simplifies subject matter	56
Teacher uses diagram to explain	38,6
Teacher transcodes well from diagram	38,6
Teacher makes pupils interpret map, symbols	30,6
Teacher arranges information logically	62,6
Teacher asks pupils to give examples	17,3
Teacher's board summary supports teaching	40
Good tempo	68
Teacher tests if pupils understand content	36
Teacher makes pupils ask class questions	4
Teacher narrates story well	6,6
Teacher checks answers individually	8

Totally negative features such as the following were observed only in isolated cases.

Table 58

Negative didactic features	% of lessons n = 75
Teacher reads from textbook, explains in MT	10,6
Misunderstands main points	4,0
Material arranged illogically	5,3
Writes much on board – unrelated to teaching	12,0
Gives wrong definition	5,3

In other words, the general impression was, given the circumstances under which teachers perform, that a considerable amount of sound teaching is being done, and serious attempts were made to make the content accessible to the pupils. Their lack of success should be ascribed primarily to the magnitude of the communication gap between teacher and pupils, demanding more than average communicative ability of the teachers, better training and materials.

8.7.1 Types of lessons observed

Lessons on content subjects mostly followed the following pattern:

- Teacher relates facts
- Teacher writes them on board
- Class repeats them chorally. Teacher does not test for comprehension
- Class copies the notes.

The following variation on this pattern allowed a little more interaction and pupil participation:

- Teacher relates subject matter to pupils
- Teacher asks questions to check comprehension
- Teacher writes a summary on the board
- Pupils copy the notes.

A less successful variation was:

- Teacher narrates content
- Pupils listen/don't listen passively
- No testing for comprehension.

Where aids, such as maps or laboratory equipment were available, more successful teaching was observed, e.g.

- Teacher performs experiment, explaining to pupils as it progresses and testing for comprehension
- Teacher writes summary of experiment on the board
- Pupils write down notes

or

- Teacher explains map to pupils – asks questions to test understanding
- Pupils parrot correct answers chorally
- Teacher writes summary on board
- Pupils write down notes.

Maths lessons on the whole allowed more individualization, e.g.

- Teacher does sums on board, questions pupils to make them do sum with her
- Pupils answer individually
- Pupils do more examples of sum
- Teacher does them on the board and checks for understanding.

Even here though, choral parrotting occurred often, as in the following lesson:

- Teacher writes example on the board. Does the sum
- Teacher makes pupils go over the steps of the sum, prompting them
- Pupils answer chorally
- Pupils do other examples
- Teacher corrects them in the same way.

8.7.2 English second language teaching in higher primary schools

English language lessons proved least satisfactory. The most commonly observed method was the traditional deductive method, e.g.:

- Teacher gives definition of structure, e.g. adjective
- Teacher explains rules about comparison of adjectives
- Teacher puts examples on board
- Pupils do exercises orally
- Class repeats correct answers chorally
- No communicative interaction.

In 2 of the 15 lessons observed the medium used for the English was the MT.

In one lesson the teacher put the cue sentence on the board and pupils performed the following transformations:

(1) question
(2) negative answer to question
(3) statement and question tag
(4) response to question tag.

One attempt at a structured dialogue was observed which, however, did not progress to communicative use. In one case dramatization of a story was attempted successfully.

8.8 Community support

Teachers' perception of their relations with the community was obtained from the essays written for the GAD test. 266 teachers wrote about the problems they experienced in teaching. These could be divided into two categories:

(1) Problems arising from the teaching situation
(2) Problems arising from the community.

Problems arising from the teaching situation were discussed in 8.3 .

Problems arising from the community are ranked below in order of frequency.

Table 59

Problems arising from the community	% of respondents n = 266
Impoverished community	47,3
No support from parents, hostility and criticism, no interest	28,9
No supervision of pupils' homework, preparation	15,7
Parents responsible for pupils' absence from school	14,2
Community does not value education	13,5
Lack of transport facilities for pupils	12,4
Pupils' lack of basic equipment for school	9,3
No accommodation for teachers	4,5
Lack of respect from school committees	2,6

From these reports, teachers seem to experience contact with the community negatively. All allusi the parents or the community are negative. As one teacher puts it: "The main problem I have experic in teaching is that there is no teacher-parent relationship." The main features of the community as t experience it, could thus be summarized as:

8.8.1 Impoverished

Teachers see themselves as functioning within an impoverished community with all the attendant evils, viz

- parents cannot provide pupils with basic school equipment such as writing materials, textbooks, even exercise books
- school committees cannot raise the money to provide school facilities, particularly in community schools where they first have to build the classrooms before the Department refunds them
- materials bought for repair of classrooms are stolen before they can be used (reported in two out of 10 schools)

- no transport facilities exist for pupils. They come long distances on foot, are often late for school and too weary in class to concentrate
- no accommodation is available for teachers in the rural areas. They often have to travel long distances or stay in huts without facilities for preparation
- pupils have many tasks to attend to at home which leaves no time for study or preparation
- they are often taken out of school to fulfil these tasks
- circumstances in the homes – absence of proper lighting, desk and chair – do not encourage studying.

8.8.2 Unsupportive, uninterested in education

Teachers perceive a lack of interest in education in the community. They find that parents

- take no interest in their children's studies and do not see that they prepare
- are hostile to teachers, criticize them in front of the pupils and blame them particularly for pupils' lack of progress or failure
- in disciplinary matters side with the pupils and do not support the teachers
- they let pupils stay away from school to perform tasks in the home
- pupils get no stimulation in the home
- pupils' experience is so limited that their frame of reference is exceedingly small requiring more explaining from the teacher.

8.9 Conclusions

(1) The setting in which respondents perform is almost without exception unstimulating and depressing:

- buildings are inadequate
- teaching materials are not available
- teacher's teaching burden is too heavy:
    - classes are too big
    - teachers must summarize all the subject matter
    - they teach too many subjects.

(2) Teachers' attitude towards the setting is pessimistic:

- they are aware of the shortcomings
- they have little co-operation from pupils
- they are aware of their own shortcomings
- they have little success.

(3) The medium of instruction constitutes a major obstacle to learning English

- pupils have little or no mastery of English in Std 3
- teachers' mastery is also not adequate to allow them to teach at pupils' level
- a comprehension gap is the result
- teachers try to bridge that by using the MT – which retards pupils' acquisition of English and creates another vicious circle.

(4) Teaching materials are inadequate

- textbooks are unavailable

- textbooks are unsuitable
- teachers' manuals, which are indispensable, are often unavailable.

(5) Didactic techniques are often unproductive. Characteristics are:

- teacher-dominated teaching
- rote learning
- choral repetition.

(6) Little support is experienced from the community.

A justifiable case could be made out for attempting to upgrade the level of education at any of the above points excepting 6. The teacher's mastery of the medium of instruction seems to the researcher the point of greatest need, for without it his teaching, which obviously cannot take place without communication, breaks down: Improving the pupils' mastery is a more time-consuming process, and again dependent on the teacher.

This survey thus seems to bear out the proposal of this document, that the teacher's mastery of the medium is the indicated point of intervention.

9 Needs profile

9.1 Means of data collection

Data were collected by the following means:

(1) The questionnaire
(2) Observation in KwaZulu.

The data will be presented under the following headings:[5]

(1) Communicative events for which respondents needed English
(2) Communicative activities for which respondents needed English
(3) Language functions that respondents needed to express in English
(4) Language notions that respondents needed to express in English
(5) Language structures used.

9.2 The purpose of collecting these data

It has been pointed out that a needs analysis is the initial stage in the process of writing an ESP language course within a communicative framework. The content of such a course is based directly on the data about the communicative activities, functions, notions and language skills of the target population.

9.3 Communicative events

The following events were observed in the schools:

- Teaching lessons
- Giving directions to pupils
- Discussion with staff members
- Reporting to headmaster.

Other events emerging from the questionnaires and interviews are:

- Preparation of work schemes
- Preparation of lessons
- Marking of homework
- Staff meetings
- Interviews with inspectors.

9.4 Communicative activities

The activities performed during the above events were indicated in the questionnaires. Respondents ranked them in the following order of frequency:

Table 60

Activities performed in order of frequency	% of respondents	n = 333
Reading reference books	70,3	
Preparing notes	54,7	
Reading syllabuses	53,8	
Writing comments	35,7	
Making lists of pupils' mistakes	35,0	
Explaining use of equipment	34,8	
Transcoding, interpreting diagrams, charts	32,7	
Writing letters to the Department	16,5	
Addressing staff meetings	8,4	
Using verbal examples	6,6	
Conducting prayers	4,8	
Motivating pupils	4,5	
Organizing pupils' activities	4,5	

The difficulty teachers experienced with these activities afford a relevant angle on these activities. Difficult activities should not have priority in a content specification, however, but may be indicated as needing special attention.

Inspectors rated the activities with which they considered teachers to have little difficulty in the following order of frequency:

Table 61

Activities affording no problems	% of inspectors	n = 42
Answering questions	24,3	
Writing notes	19,5	
Asking questions	12,19	
Understanding syllabuses	12,9	
Explaining simply	9,7	
Understanding text books	9,7	
Expressing themselves clearly	4,8	
Selecting main points	2,4	
	*	

* No total is possible as inspectors indicated more than one problem.

Skills causing teachers many problems follow approximately the same order in inverse form.

Table 62

Activities affording no problems	% of inspectors	n = 42
Expressing themselves clearly	36,5	
Understanding syllabuses	29,2	
Understanding text books	26,8	
Selecting main points	26,8	
Explaining simply	26,8	
Answering questions	24,3	
Writing notes	21,9	
Asking questions	12,9	
	†	

† No total is possible as inspectors indicated more than one problem.

Teacher respondents themselves perceived their mastery of some of these activities as follows:

Table 63

Activities giving difficulties	% of respondents	n = 333
Understanding syllabuses	55,0	
Writing notes	37,2	
Reading reference books	36,9	
Preparing lessons in English	36,6	

9.5 Language functions

These data were obtained by observing 75 lessons comprising the following:

11 Geography lessons
15 English lessons
6 Health Science lessons‡
11 History lessons
14 Science lessons
16 Maths lessons
2 Agriculture lessons.‡

‡ The reason for the relatively low number of Health Science and Agriculture lessons is that Health Science is taught up to Std 3, Agriculture only at Std 5 level, and lessons in these subjects are therefore not offered daily. Only a few could therefore be observed.

All the data in this section deal with teachers' proficiency in English. All reference to functions, skills, structures, etc. must be taken therefore to refer to English only.

Check lists were used in which the occurrence of functions and structures were recorded. This was later controlled by listening to a taped version of the lesson. From the complexity and speed of linguistic performance it would, however, be impossible to make a perfectly comprehensive count of all the

functions and structures which do occur. The researcher does therefore not claim to have achieved more than an approximate count.

Frequency of occurrence will be recorded in the following broad categories:

rarely	–	observed 0 – 4 times
less often	–	observed 5 – 24 times
fairly often	–	observed 25 – 49 times
often	–	observed 50 – 74 times
very often	–	observed 75 – 99 times
extremely often	–	observed 100+ times.

9.5.1 Macro functions[6]

In this category the incidence of error was very high. Although as said before, this is not a definitive factor with regard to selection of content, as the nature of a needs analysis is not diagnostic, it must be indicated as an area needing additional tutoring and materials. The incidence of error will therefore be indicated in brackets.

9.5.1.1 Very often

using indicators (high error incidence)
definition (high error incidence)
simplification (high error incidence)
logical sequencing, structuring (high error incidence)

9.5.1.2 Often

These functions are listed in order of frequency.

verbal exemplification (low error)
explanation by translation
concrete exemplification
explanation by breaking co..ent up into logical steps (very high error)
summarizing
indicating main points (high error)
explanation by rephrasing in other words (low error)
transcoding diagrams (fairly high error)

9.5.1.3 Less often

Functions are again listed in order of frequency.

generalization
classification
characterization
conclusion
analysis of responses (high error)

The section of the proficiency test measuring the macro skills:

picking out the main idea
simplification
arranging sentences in logical order

showed that respondents' proficiency in these skills was lower than their average proficiency in English. Only 21% of respondents (n = 333) was able to arrange sentences logically by recognizing the indicators "the result is" and "this is also", and reading the connectors correctly. 46,5% (n = 333) picked the main idea correctly; 18,6% chose a conditional clause with the 3rd person pronoun "it" as subject and without a referent, viz "If it is negative everything in the world takes on a negative hue."

In the test item on simplification 81,7% of respondents (n = 333) failed to recognize "The world we live in is getting worse" as a simplified version of "The increasing destruction of our environment ..." opting for "overgrazing and pollution are examples of the destruction of our environment" which is merely a rearrangement of the words of the original text.

Only 3,3% of respondents had all 4 sentences correct, 29,7% had 3 correct and 51,4% had 2 correct.

9.5.2 Micro functions[7]

The functions observed will be recorded in order of frequency.

9.5.2.1 Extremely often

describing declarative sentence
stating declarative sentence
imperatives (do, let's, we must)

9.5.2.2 Often

narrative declarative sentence
expressing intention
giving reasons
expressing obliged to/not (must, should)
inquiring whether he understands

9.5.2.3 Fairly often

giving directions
correcting
testing recall
reminding

9.5.2.4 Less often

enumerating
stating result of
expressing able/can

taking leave
greeting
expressing satisfaction, approval
expressing one knows
warning

9.5.2.5 Rarely

asking whether satisfied
inquiring obliged to/not
apologizing
forgiving
expressing like/dislike

The error incidence in the use of these functions was relatively low. Respondents used most of these functions successfully.

The following table shows which functions occurred more frequently in which lessons.

Table 64

Functions	Lessons
imperatives	Maths
expressing obliged to	Health Science
narrative, declarative sentence	History
describing declarative sentence	History, Science, Maths
stating declarative sentence	History, Maths
identifying	Science

9.5.3 Language structures

The occurrences of the following structures are also listed in order of frequency.

9.5.3.1 Extremely frequently

pre/post modification by prepositional phrase
"what" questions

9.5.3.2 Very often

time phrases
conditional clauses
time "when" clauses
passive construction
result clauses
relative clauses (fairly high error incidence)
noun clauses
past participial phrases

9.5.3.3 Often

place clauses
inverted w.o. questions
"when" questions
"how" questions
"until" questions
negation

9.5.3.4 Fairly often

"before" time clauses
noun clauses subject
place phrases
"where" questions
"how many" questions
"who" questions
negative passive construction
reason clauses
"as" time clauses
cause clauses
preposition and gerund
gerund
"after" time clauses
"what kind of" questions

9.5.3.5 Less often

concession clauses
purpose clauses
inflection questions
"do" question
"why" questions
negative questions
infinitive after adjective
contrast clauses
infinitive of purpose

Except for relative clauses error incidence was relatively low. Structures which tended to preponderate in particular subjects were the following:

Table 65

Kind of structure	Classes
result clauses	Science
condition clauses	Science
place clauses	English
noun clauses	History
time phrases	History
pre/post modification by prepositional phrase	History
"what" questions	Science
"when" clauses	History, Science

9.5.4 Notions

9.5.4.1 Extremely frequently

present reference
past reference

9.5.4.2 Often

spatial location
future reference
shape/size
numbering, quantity
addition, subtraction
multiplication/division

9.5.4.3 Fairly often

comparison
quality
priority/posteriority
relative position
difference/opposite
possessive relation

9.5.4.4 Less often

agency relation
indication (this, that)
cause relations
physical condition
material
direction
lines of latitude
point of time
manner relation
distance
texture
correctness
instrumental relation

9.5.4.5 Rarely

motion/no motion
late/early
age
facility

Notions which occurred more frequently in particular subjects were the following:

spatial location numbering	Maths
subtraction, addition division, multiplication	Maths
past reference	English, History

The errors observed in the use of the above functions, notions, etc. will next be recorded.

9.6 Summary of errors

These data will be presented in three categories:

(1) Pronunciation, stress and intonation errors
(2) Grammatical (syntactical and lexical errors)
(3) Items of the reading test which respondents failed to do successfully.

9.6.1 Pronunciation, stress and intonational errors

As the observation of the lessons provided the only means of oral-aural assessment, it is the only occasion on which pronunciation, stress and intonational errors manifested themselves. As Lanham observed, pronunciation is one of the major areas of MT interference. Where the English vocalic system distinguishes between 21 vowels and diphthongs, Zulu discriminates between 12.

The major pronunciation aberrancies observed will be categorized as follows. Again, for the reasons mentioned above, this account does not claim to be more than an attempt to record some of the phenomena:

(1) aberrant stress patterns – incorrect stresses
– superfluous stresses
(2) aberrant intonational patterns
(3) shortened vowels
(4) lengthened vowels
(5) flattened vowels
(6) broadened vowels
(7) vowels pronounced phonetically
(8) replaced vowels
(9) replaced consonants.

9.6.1.1 Stress and intonational patterns

Aberrancies in this area seem to be a major factor in communication breakdown. In Xhosa and Zulu the penultimate syllable is usually lengthened and stressed. In the English of the Zulu teachers a tendency to transfer the stress to the latter part of the word was observed, e.g.

thousand	θəʊzɛ̀nd
infant	ɪnfɛ̀nt
petitions	pɛtɪʃə̀ns

women	**wʊmɛ̀n**
letters	**lɛtə̀z**
twenty two	**twɛ̀ntɪtʊ**
open	**ovpɛ̀n**
enamel	**ɪnʌmɛ̀l**

In the following words the stresses were shifted to the wrong syllable:

ɔrgə̀nɪzm
kə̀nərɪ

In the third place the stresses in the sentence are often redundant and placed incorrectly, so that the intonational quality of English is lost, e.g.

ɪt ɪz ɛ̀ bɔ̀l

The article receives an unwanted stress, as well as a rising intonation, and no contraction of the "ɪt-ɪz" to "ɪts" takes place. Other examples are:

wei:z in wi:ʃ wɪ kə̀ltɪvei̗:t sɔ̀il
ȟi ɪz rɪdi:ŋ ʌ bù:k

9.6.1.2 Shortened vowels

Shortened vowels were perceived in the following words:

fɔm	for from
fɔs	for force
ɪmpɔ̀tɛ̀nt	for important
grɪk	for Greek
nɔɵ	for North
grvp	for group
sɔs	for source
ɪt	for eat
frvt	for fruit
tɪθ	for teeth
mʌkt	for marked

9.6.1.3 Lengthened vowels

Vowels were lengthened in the following words:

mi:kst	for mixed
bɑ:t	for but
ʃi:p	for ship
mɪlɪmɪtəz	for millimetres
mei:k	for make
hɑ:t	for hut
fi:ʃ	for fish
bi:g	for big

9.6.1.4 Flattened vowels

Flattened vowels were perceived in the following words:

weld	for world
ɛkzɛmpvl	for example
frekʃɪn	for fraction
fɪmɪl	for female
bɛnks	for banks
ɵɛt	for that
bɛɪ	for bay
brentʃɪz	for branches
ɛnɪmɛlz	for animals

9.6.1.5 Spelling pronunciation

In the following words the vowels were pronounced as spelt:

brʌkɛts	for brackets
kɔlʌpst	for collapsed
ɔvʌn	for oven
bɛkwʌdz	for backwards
sɪmplɛst	for simplest
kɔmɔn	for common
kʌpʌsɪtɪ	for capacity
sɔ	for so
rɪvɔlt	for revolt
stʌndʌrd	for standard
nɛvz	for nerves
nʌtʌl	for Natal
mʌs	for mass
sɪvərʌl	for several
sɪmbɔl	for symbol

9.6.1.6 Substituted vowels

In the following words other vowels were substituted for the vowel in the TL. Particularly the schwa sound in the TL was almost invariably changed to a sound.

The following changes were observed:

ə → ʌ	as in
rɪvʌ	for river
rulʌ	for ruler
kɔnʌ	for corner
mɪtʌ	for metre
ʌɵʌz	for others
bɑtʌ	for butter
sʌfʌrʌ	for sufferei
mʌtʌ	for matter

ɔ → ɛ	as in
ɔɹpɛn	for open
mɛnɪskʌs	for meniscus
ɪnstɛns	for instance
dɪfrɛns	for difference
ɜ → ɛ	
vɛb	for verb
dɛbɛn	for Durban
θɛrstɪ	for thirsty
wɛld	for world
fɛst	for first
æ → ɛi	
ɛi:plz	for apples
tɛi:blɛts	for tablets
bɛi:zɪl	for Basil

Less interference was observed in the pronunciation of the consonants. Aspiration of the consonants showed considerable interference, e.g. "d", but hampered understanding less.

Whether this is a major factor in the communication gap between teachers and pupils at Higher Primary level is, however, to be questioned. Pupils have by Std 2 already acquired the African English vowel system and find it more difficult to understand standard SA English pronunciation than the African English pronunciation system of the teachers.

It would, however, be responsible for major breakdowns in communication the moment the pupils were confronted by a white teacher whether at secondary school or tertiary level, or the moment he entered industry and had to take instructions from a white employer. That is, however, not the concern of this investigation.

9.6.2 Grammatical errors

These data were obtained from

(i) observing teachers in their classes
(ii) analysis of the errors occurring in the written test of the GAD test
(iii) analysis of the answers of the reading test of the GAD test.

9.6.2.1 Data gained from observation

Not many errors occurred in teachers' oral output. This could be due to the fact that they

(1) spoke more simply in order to communicate with the pupils
(2) adhered closely to the language of the text books in many cases.

No frequency for the errors can be indicated, but not one of these errors occurred with great regularity.

(1) Present Continuous used instead of Present Indefinite – particularly for verbs which generally do not take a present continuous, viz "have".

How many numbers I'm having here.
We're having another 5.
It is falling under 10.

(2) Incorrect preposition

..... *on* the North
..... similar *like* that one
Open *to* page six.

(3) Omission of the article

"Where is Atlantic ocean?"
"Equator divides our world".

(4) Redundant article

He was wearing a red trousers.

(5) Wrong non-finite after auxiliaries

does not has
have add

(6) Concord errors (remarkably few)

there is flowers

(7) Adjective instead of adverb

speak loud

(8) Word order errors –

"not" incorrectly positioned – the air will be not cleaned
question word order – How many numbers I'm adding here?
adverb wrongly placed – If I bring now air in ...

(9) "What" instead of relative pronoun

"The goods what they carried"

(10) Lexical errors

"Anyone can point me the Pacific ocean?"

9.6.2.2 Data gained from the essays of the GAD test

Errors were far more numerous, particularly lexical errors. This can be attributed largely to a general tendency to use bombastic language, often resulting in total loss of meaning, e.g.

"I hope to add some meaningful exigencies to the education of our youth."

Many more errors were committed on the macro-level than on the micro-level.

9.6.2.2.1 Micro skills errors

The following errors occurred fairly infrequently:

(1) Redundant pronoun

The problems I came across them
some few problems

(2) Word order

When our teacher asking is about which career would I like to choose
They fear others that they laugh at them.

(3) Adjective instead of adverb/vice versa

we travelled comfortable ...
the usually time
a slightly bump

(4) Incorrect non-finite after auxiliary

... that we have experience

omitting auxiliary

"Forgetting that they been dodging ..."

(5) Wrong tense usage

- Past for present action
- Past Perfect instead of Past
  "In my younger days I had wished ..."
- Present Perfect instead of Past
  "Last week I have made a journey to ..."
- Continuous instead of Indefinite forms
  "Circuit offices should be having advisory committees."
- Unwanted Historic Present
  "As time goes on I become a teacher ..."
- Wrong sequence.

(6) Passive forms instead of Active

"I was visited my uncle ..."
"I was provided myself with food ..."

(7) Confusing "too"/"very"

The parents are very poor to buy books.

(8) Concord errors

Some teachers is lazy.

(9) Negative constructions

"Having not the equipment ..."
"This makes the teacher not to be able to ..."
"The railways which up to now I have found not provide delicious food."

It will be noted that these errors correspond largely to the errors observed in teachers' spoken output.

Errors observed very frequently were:

(1) Incorrect use of the article

(a) omission of the article
"During winter holidays ..."
"I had to take train ..."

(b) redundant article
"A good service deserves a sincere praise."
"Wishing you a success ..."
"Children can be supplied with the free writing material ..."

(2) Incorrect use of prepositions

(a) omission of preposition
"I travelled the express train ..."
"We arrived our destination ..."

(b) wrong preposition
"They laugh to them."
"We travelled in a normal speed."
"I congratulate you for having such good drivers."

(c) Redundant preposition

"Despite of its speed ..."

(3) Infinitive instead of Gerund

"This problem then hinders the child to reach the goal aimed at."

(4) Expression of purpose

- "for a purpose of children to copy a good example only"
- "he gave me the menu as to choose food for supper"

(5) Use of "can" instead of Future Tense

"It can be unwise to me if I cannot pass my heartly voice of thank."
"If parents can give their children time to study the results will be better."
"I can be very grateful."

9.6.2.2.2 Macro skills errors

This was the area of the greatest incidence of errors. The following errors all occurred with great frequency:

(1) Wrong use of connectors

Incorrect connectors

- I congratulate you for having such good drivers considering the one I saw.
- He was so patient not excluding his sympathy.
- It was 09h00 because the driver was travelling in a normal speed.

These particularly were often used incorrectly:

- In spite of ...
- concerning
- through
- despite
- in short

Omission of connectors

- Another problem there are no school apparatus.

Redundant connectors

- Though teaching is one of the best jobs but there are problems.

Relative pronouns

- They are from poor parents whom they fail to finance them.
- Teaching is a good profession which I think you can only choose it ...

"which" used after the wrong referent
"which" used redundantly in a simple sentence

- This is some of the problems in teaching which I can be very grateful should our Department be able to discuss them.

(2) Indicators

These were again used with many errors creating confusion and communication breakdown.

- It charges me in great honours to appeal herein *with the aim of* stressing my sincere thanks to the administration *as mentioned above concerning* our recent tour.
- So since I started this profession I have *eventually* developed many insights.
- The problem I *always* realize is that parents never care about the progress of their children.
- You *again* have the problem of not getting your salary early.
- Teaching profession is my choice as from my early years.

The following indicators were very popular and often used incorrectly.

- In that way ...
- We were very much pleased *as to* obtain ...
- in such a way ...
- concerning ...
- however ...
- instead ...
- The food was practically very tasteful.

Omission of "such" which inverted the intention of the sentence:

- I have never before had a good journey.

(3) Sentence structure

Insufficiently structured/combined

- The train arrived at 23h05. It stopped for 5 minutes. The speed was satisfactory.
- I must help pupils to grow towards adulthood. A vigorous life ahead.

No finite verb

- Some of them having no books.

(4) Illogical sequencing

- I go to school having myself fully prepared and by this being able to work hand in hand with my pupils.
- The waiters were kind in spite of the good food and advised me to write to you with my complaints.
- I have never before had a comfortable journey on SAR which up to now I have found to provide excellent service.

(5) Redundancy

- The children have to take great pains in struggling for means of getting finance.
- To me, I find it difficult.

(6) Lexis

Words seem to be chosen for their sound without any consideration for their meaning:

- More heritage to his future so as to earn better living to the present quest of his childhood.

- Such enjoyable journeys are through your potentialities and industriousness of knowing that comfort precedes interest.

- The first sequence of discovering in teaching came after giving previous class questions particulary which were answered the way I thought.

- Our transport was moderate; nor speed nor low.

- Problems are disconnection between parent and teacher.

(7) Wrong register

In the official letter requiring a formal, detached tone, a familiar, informal tone was used, and personal irrelevant detail provided.

9.6.2.2 Data gained from the essays of the GAD test

The test items on which respondents fared worst required the following skills:

9.6.2.2.1 Micro skills

(1) Connectors

87,7% of respondents chose: "whether" to complete the sentence.

"You can travel on the train marked J ..... it is after October 1st."

"There were ..... main complaints in the letter."

To arrive at the correct answer in the test item they had to recognize the value of "and". Only 38,4% succeeded in doing so.

(2) Comparatives

Instead of choosing the comparative degree to complete the sentence:

"The less one works, the ..... the results."

55,6% of respondents chose the positive degree.

9.6.2.2.2 Macro skills

(1) Recognising the correct register

61,6% failed to recognise the item in the appropriate register.

(2) Logical deduction. Only 24,6% of respondents grasped that two traits were mentioned in the text. 71,1% chose one or the other of the traits.

9.6.3 Conclusions

(1) The Events, Activities, Functions, Structures and Notions needed by the target population will be summarized in the Needs Analysis (vide 10.8).

(2) The errors described above occur most frequently in the macro-skills area, viz getting the message across, sequencing thoughts logically, simplifying, understanding the main idea.

10 Needs analysis

On the basis of the data presented above and using a simplified version of Munby's taxonomy, the following Needs Analysis has been constructed. The Needs Analysis, as pointed out before, constitutes the blueprint for a language course to meet the needs of this target population.

10.1 Participants

10.1.1 Identity

10.1.1.1 Nationality: Zulu

10.1.1.2 Age: 51,05% between 20-30
48,9% between 30-60
n = 6186

10.1.1.3 Place of residence: 1 276 HP and CP schools in KwaZulu

These schools vary as follows in composition:
SSA – Std 3
Std 3 – Std 5
Std 5 – Std 8

They are scattered all over Zululand, most of them isolated and very far removed from towns, not easily accessible as the dirt roads are often almost impassable. Even schools in urban areas are situated in Black townships with little contact with Whites and therefore with less exposure to the TL than expected.

10.1.1.4 Sex: Male 47,4% Female 52%

10.1.2 Language

10.1.2.1 Mother tongue: Zulu

10.1.2.2 Present level of the TL: Band 6,14 on 9-point band system – required level for HP teachers band 8

10.1.2.3 Other languages known: Afrikaans, Xhosa, Sotho

10.1.2.4 Extent of command: lower intermediate

10.1.3 Background

10.1.3.1 Socio-economic: upper middle class sector of Black society. In multi-racial setting, less privileged sector.

10.1.3.2 Educational: 35,4% had Std 8
61,2% had Std 10, or were getting Std 10
87,8% professionally qualified

10.1.3.3 Attitudinal: Respondents were highly motivated. 82,6% (n = 333) liked teaching in English very much, only 0,6% did not like it at all. 23,7% were trying to improve their academic qualification, studying to get Matric.

10.2 Purposive domain

10.2.1 ESP classification

English required for occupational, post experience ESP.

10.2.2 Occupational purpose

10.2.2.1 Specific occupation: Teaching all school subjects in the TL

10.2.2.2 Central duty: Teaching

10.2.2.3 Other duties: Preparation of lessons, reading reference books, conducting prayers, writing reports, communicating with colleagues, receiving instructions from headmaster, organizing pupils' activities

10.2.2.4 Occupational classification: professional practitioner in liberal profession.

10.3 Setting

10.3.1 Physical setting: spatial

10.3.1.1 Location: Country – KwaZulu
Towns – all towns in KwaZulu

10.3.1.2 Places of work: HP schools in KwaZulu
classrooms
staffroom/office
playground
home

10.3.1.3 Other places: circuit inspector's office
shops

10.3.1.4 Size of institution: small

10.3.2 Physical setting: temporal

10.3.2.1 Point of time: Mondays to Fridays from 8h00-14h00 at all times
At home for preparation, irregular intervals

10.3.2.2 Duration: eight hours a day

10.3.2.3 Frequency: Constantly during term time, intermittently during vacations.

10.3.3 Psychosocial setting

culturally similar
intellectually developed
professional
mostly rural
public
noisy
demanding
formal
authoritarian
serious
sometimes sympathetic, sometimes unsympathetic

10.4 Interaction

10.4.1 Position

teacher

10.4.2 Role-set

pupils, colleagues, headmaster
inspectors

10.4.3 Role-set identity

Number: large group
Age-group: children
Sex: mixed
Nationality: Zulu

10.4.4 Social relationships

10.4.4.1 Asymmetrical

adult	–	children
instructor	–	learner
professional	–	non-professional
authority	–	offender
outsider	–	insider
leader	–	follower
subordinate	–	superior

10.4.4.2 Symmetrical

insider	–	insider
native	–	native
professional	–	professional
adult	–	adult
colleague	–	colleague

10.5 Instrumentality

10.5.1 Medium

spoken:	receptive	spoken productive
written:	receptive	written productive

10.5.2 Mode

monologue:	spoken to be heard
	written to be read
dialogue:	spoken to be heard

10.5.3 Channel

face to face
print

10.6 Dialect

Understand standard S.A. English
Produce African standard English dialect

10.7 Target level

10.7.1 Dimensions (7 point scale)

	Medium			
	Spoken		Written	
	Receive	Produce	Receive	Produce
Size of utterance/text	6	5	6	5
Complexity of utterance/text	7	5	6	5
Range of micro functions/skills	5	5	5	5
Speed of communication	6	5	5	5
Flexibility of communication	5	5	4	4

10.7.2 Conditions (5 point scale)

	Medium			
	Spoken		Written	
	Receive	Produce	Receive	Produce
Tolerance of				
Error (linguistic)	2	3	2	2
Stylistic failure	3	3	4	4
Repetition	2	–	3/4	–
Hesitation	–	3	–	–

10.8 Communicative events/activities

Event 1

Teacher preparing lessons

Activities:

Reading intensively to understand information in the text
Reading for the main points in a text
Selecting, sorting, sequencing information
Simplifying information
Summarizing information
Writing notes

Event 2

Teacher preparing work schedules

Activities:

Considering subject material for overall comprehension
Categorizing, subdividing material
Summarizing material in main categories
Writing out plan of work

Event 3

Teacher teaching lesson

Activities:

Directing activities of pupils
Explaining content of lesson
Asking questions to test comprehension
Answering questions to clarify points
Summarizing content

Event 4

Teacher filling in report book

Activities:

Reading with evaluation
Writing factual account of work done

Event 5

Teaching, discussing educational matters with headmaster, colleagu

Activities:

Listening for overall comprehension and selective retention
Asking for clarification
Raising and discussing matters

Event 6

Marking homework

Activities:

Reading with evaluation
Summarizing findings
Writing comments

Event 7

Listening to radio and TV programmes

Activities:

Listening for overall comprehension
Evaluating information

Event 8

Reading newspapers

Activities:

Reading for overall comprehension
Evaluating information

10.9 Language functions

10.9.1 Macro functions

Definition
Simplification
Logical sequencing
Recognising/using indicators in discourse for:
    developing an idea
    concluding an idea
Understanding/expressing relations between parts of a text through grammatical cohesion devices especially:
    reference
    substitution
    logical connectors
Identifying/indicating the main point in a piece of discourse
Extracting/expanding salient points to summarize
Verbal exemplification
Explanation by breaking content up in logical steps
Explanation by rephrasing
Transcoding diagrams
Generalization
Classification
Characterization
Conclusion
Analysis of responses

10.9.2 Micro functions

Describing declarative sentence
Stating declarative sentence
Imperatives
Narrative declarative sentence
Expressing intention
Giving reasons
Expressing obliged to/not
Inquiring whether he understands
Giving directions
Correcting
Testing recall
Reminding
Enumerating
Stating result of
Expressing able/can
Taking leave
Greeting
Expressing satisfaction, approval
Expressing one knows
Warning
Asking whether satisfied
Inquiring obliged to/not
Apologizing

Forgiving
Expressing like/dislike

10.10 Language structures

Pre/post modification by prepositional phrase
"What" questions
Time phrases
Conditional clauses
Time "when" clauses
Passive construction
Result clauses
Relative clauses
Noun clauses
Past participial phrases
Place clauses
Inverted w.o. questions
"When" questions
"How" questions
"Until" questions
Negation
"Before" time clauses
Noun clauses subject
Place phrases
"Where" questions
"How many" questions
"Who" questions
Negative passive construction
Reason clauses
"As" time clauses
Cause clauses
Preposition and gerund
Gerund
"After" time clauses
"What kind of" questions
Concession clauses
Purpose clauses
Inflection questions
"As" questions
"Why" questions
Negative questions
Infinitive after adjective
Contrast clauses
Infinitive of purpose

10.11 Notions

Present reference
Past reference
Spatial location
Future reference
Shape/size

Numbering, quantity
Addition, subtraction
Multiplication, division
Comparison
Quality
Priority/posteriority
Relative position
Difference/opposite
Possessive relation
Agency relation
Indication (this/that)
Cause relations
Physical condition
Material
Direction
Lines of latitude
Point of time
Manner relation
Distance
Texture
Correctness
Instrumental relation

11 Course specifications

The design of a course based on the Needs Analysis falls outside the brief of this project. However, the following specifications are dictated by the needs analysis and should be stated:

(1) The nationality and MT of the target population is predominantly Zulu. Forms of Zulu MT interference should be catered for in the course.

(2) The relative youthfulness of the target population should make unconventional approaches in the course acceptable.

(3) Place of residence – As the target population is scattered all over KwaZulu, and are inaccessible for instructional purposes, the most opportune place at which to administer a course would be at the training institution before they enter the field.

(4) Present level of the TL – The average proficiency of the target population was evaluated at band 6 on a 9 point band system. The target level for teachers is band 8. This has several implications:

   (a) Raising the proficiency level of the target population to band 8 would be the goal of the language course.
   (b) The entry level of the target population is band 6, which implies considerable mastery of the micro-skills of the language. The course would therefore *not* be a beginners' course, but a more advanced course aiming at establishing, in the first place, the macro language skills.

(5) The socio-economic level of the target population is less privileged. Financial resources would therefore be an important consideration for them. This would influence:

   (a) the cost of the course
   (b) the length of the course.

For the existing teacher training course three years are now mandatory. A minimum entry qualification of Std 10 is also compulsory. This raises the number of years required to qualify as a teacher to a minimum of 15 years, which already is a heavy financial burden for many Blacks. Extending the teacher training course for another year would probably not be feasible. The amount of English teaching offered during the three years' training course presents the second problem. During the first year four (35 min.) periods per week of English tuition are offered, during the second year five periods, and again three in the third year.[8] In this limited time allocation language instruction must take place (it must be remembered that some students had F symbols for English in the Matriculation examination), but in addition the vast field of Second Language Instruction and Second Language Teaching Techniques must be covered. The second and third years are in effect devoted totally to method teaching.

To propose that all this time should be set aside for language instruction would be shortsighted and self-defeating, as one of the problems this investigation has revealed is the ineffectual language teaching methods used by KwaZulu teachers. This has also been mentioned by many of the researchers quoted.

It seems essential therefore that

- added time should be found for language instruction
- it should be done at as little extra cost to students as possible.

Several possibilities can be visualized:

(a) extra periods could be allocated for English tuition to allow for language as well as method instruction
(b) alternatively a pre-instructional intensive ESP course of three months could be instituted to raise the level of students' English prior to starting the training course
(c) existing language periods and facilities should be used more effectively and where possible be improved
(d) combination (a), (b) and (c).

Several advantages of an ESP course are obvious:

- a course tailored to the needs of the prospective teacher would be most time-effective
- if students' communicative proficiency were improved at the beginning, all future training would benefit from it.

Decisions in this respect are, however, the responsibility of the course designer.

(6) As social relationships are usually asymmetrical and authoritarian, a more formal register of language communication would generally be required – should therefore be concentrated on.

(7) Instrumentality

As spoken receptive and productive is the dominant medium and mode, the course should focus on oral/aural skills, i.e. communication skills. Literature study seems irrelevant in such a context.

(8) Dialect

The target level should not be higher than standard SA English. On this count also, the inclusion of English classics seems unjustified in such a course.

(9) Target level

Above average skills are required of participants in particularly the receptive dimensions of the target level. Low tolerance of error, hesitation and repetition is needed. The course should be tailored to suit these requirements.

(10) Situations

The situations in which language activities will be presented in the course should be based on communicative events.

(11) Content of the course

The language functions, notions and structures found to be needed by the target population should be presented as the content of the course. Proper attention should be given to sections needing remedial work and suitable activities prescribed.

(12) Format of course, techniques and means of presentation

Only one specification can be made. The rest is the task of the course designer. The purpose of the course is to promote communicative skills. As has been abundantly proved in Second Language Teaching, learners acquire the skills that are taught, but do not learn related skills in an indirect manner. Communicative proficiency should therefore be taught by means of communicative techniques and activities.

The format of the course, the means of presentation are the responsibility of the course designer.

12 Comparison of teacher needs with content of course offered at teacher training institutions

The first year course aims at improving general proficiency to Std 10 level. Content is organized on traditional lines. The four skills: spoken receptive, spoken productive, written receptive, written productive, are instructed. Language work is prescribed in the traditional way as a taxonomy of language items – the use of articles, pronouns, prepositions, etc. Language functions are added as an extra item on this list, instead of being the basis on which the content is organized.

The syllabus specifies that oral proficiency is to be emphasized and that all periods must be devoted to oral work. Yet only 12,5% of the exam mark is devoted to oral assessment, the rest is assessment of written proficiency. The extent to which examinations influence the thrust of the teaching is common knowledge.

Further a prose work and 12 poems are prescribed. Students are to be instructed in the various techniques of the writer's art and literary appreciation is to be emphasized. At least 1 of the 4 periods per week would be needed to cope with this section of the work which deals mainly with reading-writing skills.

The main reasons why this course does not seem to meet the needs of the teachers are that

(a) it is too general to meet the specific needs identified

(b) it professes to be directed at oral-aural proficiency, yet many of the activities implied are activities about language usage and not language use

(c) too little time is available.

The syllabuses for the second and third years at Training Institutes are directed at meeting a totally different set of needs, viz skills of teaching English and not proficiency skills. Any comparison would therefore be meaningless.

13 Conclusions

(1) Scrutiny of reports of related research revealed different solutions that were attempted for the problem outlined in the research proposal, viz:

1 to upgrade the reading skills of primary school pupils (Molteno project)

2 to upgrade teaching in general in the primary school (Bophuthatswana Elementary Upgrading project)

3 to improve primary school teachers'

(a) language proficiency (TELIP, ELTIC, Wits project)

(b) teaching skills (SELRP; Lanham's experiments in Soweto; Wits project; ELTIC)

(c) academic proficiency (ELTIC)

4 to improve seccndary teachers' academic proficiency (TAUP)

5 to improve secondary teacher trainees' language skills (University of Zululand)

6 to improve primary teacher trainees' language proficiency (INTUS).

(2) All the projects had positive results.

1 It is impossible to compare respective outcomes.

2 They all seem long term projects.

3 The solution proposed by this investigation seems to offer more potential for accelerated improvement of the educational situation.

(3) In brief outline, the following profile of the target population, viz the Higher Primary school teachers teaching in 1276 HP and CP schools in KwaZulu (vide par. 6.1.4.3), was constructed:

1 Respondents' proficiency in English is inadequate for the task they have to perform. Their average is band 6 while the target level for teachers is band 8. They are particularly deficient in the macro-skills, in getting the message across appropriately.

2 Opportunity for continued subconscious acquisition, viz opportunity for exposure to the TL is inadequate. Very little continued exposure to MT English is possible. The most common means of such exposure is through the radio, TV and newspapers.

3 The major determinant for proficiency in English is the amount and level of education, both academic and professional.

4 The most profitable means of upgrading teachers' proficiency in English seems therefore to be by continued instruction. Upgrading their educational level would be too costly, both financially and time-wise. Therefore a specialized English programme, concentrating on their language needs, seems to be the most expedient means.

5 The most feasible place where such a programme could be administered would be a teacher training institution before they enter the field.

6 The majority of the teacher population was younger than 30.

(4) The following information was obtained on the educational setting in KwaZulu:

1 The physical environment, i.e. the school buildings is predominantly impoverished, inadequate, unstimulating, depressing.

2 The pupil:teacher ratio is 50:1.

3 Facilities, equipment, aids are mostly non-existent or inadequate.

4 Teachers are further discouraged by lack of pupil co-operation, their heavy work load, the disappointing results and doubts about the adequacy of their own training.

5 The prescribed medium of instruction is English from Std 3. Pupils' mastery of English on entering Std 3 is minimal so that a comprehension gap exists. Teachers try to bridge this by using the MT, so that the MT is used predominantly in Std 3. Even up to Std 5 it is still used for explanation.

6 Major problems with textbooks are:

(a) Pupils cannot afford to buy them, so teachers have to provide summaries of all the subject material.

(b) The language of the textbooks is too difficult for pupils.

7 Few Teachers' Manuals are available, though urgently needed.

8 Common features of the didactic techniques used in primary schools were:

- teaching was teacher-dominated
- choral repetition (necessitated by large classes and lack of textbooks)
- rote-learning.

Much sound teaching was observed.

9 English language teaching techniques were particularly disappointing.

10 Teachers experienced little support from the community.

(5) Needs profile

An account of the following was compiled:

(a) The events in which teachers needed English

(b) The activities in which they needed to perform in each event

(c) The language functions they used during the activities

(d) The language structures they used during the activities

(e) The language notions they used during the activities

(f) The most common errors were made in the macro-skills area.

(6) Needs analysis

(a) From the data assembled in 2 – 5 a Needs Analysis using Munby's taxonomy was constructed to serve as a basis for an English language course for this specific target population. In this section the particular brief of this project was executed.

(b) Broad specifications for such a course were outlined.

(7) The current course offered at Teacher Training Institutions, evaluated in the light of the Needs Analysis, does not seem to meet the needs of HP teachers.

- It concentrates on written skills
- It is conceived too generally
- It has too little time allocated to it
- From the second year it teaches teaching skills and not English proficiency.

14 Recommendations

(1) Upgrading the HP teachers' proficiency of English is the indicated point of intervention to break the self perpetuating cycle of a low standard of English in Black schools.

(2) Prerequisites for design of course:

1 A constraints analysis should be conducted.
2 Careful consideration should be given to the instructional techniques required. Means of accelerated learning, should be considered to gain maximum outcomes.

(3) A specialized intensive English course should be designed to meet the needs described in the Needs Analysis.

(4) It should preferably be administered to primary school teacher trainees in an intensive course to upgrade their English proficiency.

(5) A pre-instructional intensive course of several months seems a feasible way of implementing such a course.

15 Indications for further research

(1) The degree to which the target population of this pilot study is representative of the universum should be established, for wider application of findings.

(2) To establish more exactly the gap existing between the comprehension of the pupils and the communicative reach of the teachers, the English proficiency of Std 3 pupils should be tested.

(3) To investigate the measure and the kind of interaction between Std 3 pupils and their teachers.

(4) Extent of vernacular explanation in Stds 3, 4, 5.

(5) To assess students' English second language proficiency on entering and leaving training colleges.

(6) Comprehensive description of didactic techniques. Finding a suitable point of intervention for upgrading them.

(7) The suitability of the language of textbooks for their target population.[9]

(8) To investigate the validity of the content of the present syllabuses for English schools and training colleges in view of the educational needs of the community.

(9) To investigate the degree to which the acquisition of the TL may be inhibited by the relevance of the curriculum content with respect to the needs of the community.

(10) Means of improving the teaching environment.

(11) The future implications for Education in KwaZulu of the comparative youthfulness of teachers.

(12) Establishing outcomes of the different upgrading projects.

References

1 For this reason the investigation of the interaction between Std 3 pupils and their teachers, suggested by the Inter-University Committee for Language Teaching was reserved for subsequent research.

2 These requirements are listed in detail as the correspondence between implied conditions in Bophuthatswana and the physical conditions observed in KwaZulu seem meaningful.

3 Official figures obtained from the KwaZulu Department of Education and Culture, Ulundi.

4 At a seminar given at the Institute for Language Teaching, US during May 1983.

5 The categories used here are Munby's very widely known and generally accepted classifications.

6 Macro functions refer to discourse skills, i.e. relationships of thought between the sentences of a piece of text.

7 Micro functions refer to the uses to which language is put at the sentence level.

8 Syllabus for PTD course issued by the KwaZulu Department of Education and Culture, 1982.

9 A project on the appropriateness of prescribed works for foreign-language students is being conducted by the Department of Afrikaans, University of Zululand, in collaboration with the HSRC.

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CONTENTS/INHOUD

Editorial Redaksioneel

M.S. Odendaal: Needs analysis of higher primary teachers in KwaZulu

Chapter

1	Introduction	9
2	Linguistic framework	9
3	Statement of the problem	10
4	Survey of existing literature	11
5	Goals of project	28
6	Method of data collection	28
7	Profile of teachers	32
8	Setting in which higher primary teachers perform in KwaZulu	48
9	Needs profile	63
10	Needs analysis	81
11	Course specifications	89
12	Comparison of teachers' needs with courses at teachers training institutions	91
13	Conclusions	92
14	Recommendations	94
15	Indications for further research	95
16	Bibliography	97